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ABSTRACT

Entries in this annotated bibliography on women in public school administration are grouped according to the following topics: (1) historical perspectives; (2) barriers, constraints, and socialization factors that have kept women out of public school administration; (3) strategies and programs to promote women in school administration; (4) career patterns/developmental stages; (5) leadership styles/traits/theories; (6) equity issues; (7) legal issues; (8) research/literature reviews; (9) related literature; (10) statistics; (11) collections; (12) bibliographies; and (13) future directions. (SI)

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WOMEN IN PUBLIC SCHOOL ADMINISTRATION: AN ANNOTATED, TOPICAL BIBLIOGRAPHY

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WOMEN IN PUBLIC SCHOOL ADMINISTRATION; AN ANNOTATED, TOPICAL BIBLIOGRAPHY

HISTORICAL PERSPECTIVES

BARRIERS, CONSTRAINTS, AND SOCIALIZATION FACTORS WHICH HAVE KEPT WOMEN OUT OF PUBLIC SCHOOL ADMINISTRATION

STRATEGIES AND PROGRAMS TO PROMOTE WOMEN IN SCHOOL ADMINISTRATION

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HISTORICAL PERSPECTIVES

BOOKS

Biklen, S. K. and Brannigan, M., eds. Women and Educational Leadership. Lexington, Massachusetts: D.C. Heath and Company, 1980.

Readings include: "The Moral and Institutional Context of Leadership." Michael Freedman; "The Psychology of Leadership: Implications for Women," Jane Close Conoley; "Power and Opportunity in the Principalship: The Case of Two Women Leaders in Education," William Greenfield and Amy Beam; "Historical Perspectives on Women in Educational Leadership," Joan N. Burstyn; and "Sex Bias in School Administration," Jacqueline Clement.

Martin, Jane Roland. Reclaiming a Conversation: The Ideal of the Educated Woman. New Haven: Yale University Press, 1985.

Examines the historical perceptions on the education of women of Plato, Rousseau, Wollstonecraft, Beecher, and others.

Merriam, Eve, ed. Growing Up Female In America: Ten Lives. Garden City, New York: Doubleday and Company, Inc., 1971.

Making use of diaries and journals, "Eve Merriman writes of diverse women in history. Includes an astronomer, schoolgirl, labor organizer, Winnebago Indian, etc.

Noble, Jeanne. Beautiful, Also, Are the Souls of My Black Sisters: A History of the Black Woman in America New Jersey: Prentice Hall, Inc., 1978.

Traces the history of black women from their African beginnings to present time. Includes insights into the education of black women and why many chose teaching as a career.

Tyack, D.B. The One Best System. A History of American Urban Education. Cambridge, Massachusetts: Harvard Universtiy Press, 1974.

Traces the history of the organizational structure of schools and points out the passive role in which women were placed.

PERIODICALS

Hampel, Joyce. "Women Administrators: Networking for Success." NASSP-Bulletin 71.501 (October 1987): 44-46.

A historical perspective of women's role in educational administration. In 1928, 18 percent of secondary principalships were filled by women; in 1972 only 1.7 percent were. Exploring women's leadership styles and the use of networking for women has the most potential by helping women succeed in future educational administration.

Gotwalt, Norma and Kathryn Towns. "Rare as They Are, Women at the Top Can Teach Us All." Executive-Educator 8.12 (December 1986): 13-14.

A brief history of women in school administration. Reports survey and interviews with women superintendents on such topics as personal background, career paths, factors contributing to success, advice to other women administrators, and sex bias in education.

Hampel, Joyce. "Women Administrators: Networking for Success." NASSP-Bulletin 71.501 (October 1987): 44-46.

A historical perspective of women's role in educational administration. In 1928, 18 percent of secondary principalships were filled by women; in 1972 only 1.7 percent were. Exploring women's leadership styles and the use of networking for women has the most potential by helping women succeed in future educational administration.

Hoff-Wilson, Joan. "The Unfinished Revolution: Changing Legal Status of U.S. Women." Signs 13.1 (Fall 1987): 7-36.

Historical trends of Constitutional inequality are presented in the context of Women's movements. The status of women and the struggle for equal rights are negatively affected by conservatism in the executive and judicial branches of government. Recent court decisions have left much room for interpretation with respect to women's rights. A comprehensive essay of women and the law beginning with the women's exclusion in the 1787 Constitution and Bill of Rights. Concludes with the question: "Do we want equality of the sexes - or do we want justice for two kinds of human beings who are fundamentally different.?" (VM)

Laird, Susan. "Reforming 'Woman's True Profession' A Case for 'Feminist Pedagogy.' in Teacher Education." Harvard Educational Review. 58.4 (November 1988): 449-463.

Argues that reform efforts which do not examine their own rationalistic underpinnings perpetuate philosophical and practical dilemmas for the education of teachers. Critiques the ahistorical and so-called gender-neutral proposals of such groups as the Carnegie Forum's Task Force on Teaching and the Holmes Group, which neither acknowledge nor examine critically the traditional conception of schoolteaching as "woman's true profession." (Author)

Strober, Myra H., and David Tyack. "Why Do Women Teach and Men Manage?" Signs: Journal of Women in Culture and Society 5.3 (Spring 1980): 494-503.

Examines ideological and economic preconditions that brought about the feminization of teaching in the nineteenth century. Emphasizes urban-rural differences and the links between education and other sectors of the labor market and economy.

Sungalia, Helen. "The History of Education and the Study of Educational Administration." Journal of Educational Administration and History 14.1 (January 1982): 62-65.

Proposes that the study of the history of education has tremendous import for the development of the discipline of educational administration.

_____"Sex Equity in Schools - 1920's Style." The American School Board Journal (August 1982): 19-38.

Recaptures an article in a 1925 American School Board Journal in which equal pay for men and women teachers was addressed. Deals with many of the same issues current educators face.

DOCUMENTS

ED 212 588

Tyack, David B. and Myra H. Strober. "Women and Men in the Schools: A History of the Sexual Structuring of Educational Employment." NIEE-G-7920, National Institute of Education (Washington, D.C., 1981).

Examines the sexual structuring of employment in public education from 1840 to 1980. Discusses: (1) socially accepted attitudes on the role of women in the early part of the nineteenth century; (2) the structure of schooling and cultural emphasis upon the "natural" abilities of women to instruct young children; (3) the emergence of male teachers, the reasons they were attracted to teaching, and the reasons they tended to move from teaching to either school administration or other careers; (4) the gradual shift from rural to urban schooling and its impact upon the roles of men and women in the schools; (5) the rationale for paying men teachers more than women teachers; (6) the organization of the school systems and the resemblance of these systems to concurrently rising industrial structures; (7) the impact of the patriarchal society of mid-nineteenth century American thinking and the resulting assumption that women teachers would follow the lead of male supervisors; (8) the differences in life style and behavior patterns imposed by society upon men and women; (9) the impact of World War II on opportunities for both sexes; (10) how shifting cultural values have changed role patterns for both sexes; and (11) the rise of teacher organizations and unions and how they are changing the power structure in education. (JD)

BARRIERS, CONSTRAINTS, AND SOCIALIZATION FACTORS WHICH HAVE KEPT WOMEN OUT OF PUBLIC SCHOOL ADMINISTRATION

PERIODICALS

Abbot, Linda M.C. "Women's Ambivalent Affair with Power." Proteus (Fall 1981): 311-343.

Addresses the cultural forces which "propel males into positions of influential effectiveness and engage the developing female in a tug of war, alternately thrusting her forward and sweeping her back in an undertow of self-doubt."

Baugher, Shirley and Betty B. Martin. "Women in the Administrative Marketplace." Viewpoints in Teaching and Learning 57.4 (Fall 1981): 79-85.

Discusses interpersonal and organizational barriers which contribute to the underrepresentation of women in vocational education administration. These barriers are discussed along with effective administrator education and training programs and the current status of women in administration. (CJ)

Brand, David. "When Women Vie With Women." Time (February 1, 1988): 67.

Discusses the difficulties many women have in relating to and supporting other women who win promotions or experience professional success. Recommends that women must stop taking another woman's success as a personal affront.

Bunoso, Carl and Charol Shakeshaft. "The Gender of Secondary School Principals." Integrated Education 21.1-6 (Jan-Dec 1983): 143-46.

A study was conducted to understand why so few of the secondary school principals in New York State are women. Results suggest two possible causes: either sufficient women candidates do not apply for the positions, or sex discrimination still exists. (KH)

Fauth, Gloria C. "Women in Educational Administration: A Research Profile." Education Forum 49.1 (Fall 1984): 65-79.

Examines four myths about women in educational administration: (1) women do not have the characteriestics to be administrators; (2) they lack support of teachers and the community; (3) they do not aspire to administration; and (4) they lack training and experience. (SK)

Fiske, Evelyn and Janice Sandbank. "Androgeny and the New Educator." The High School Journal 65.7 (April 1982): 226-231.

Discusses how society and educational systems perpetuate women's inequality. Examines the declining role of women in educational administration and identifies a way in which school systems and women can work towards improving sexual inequality. (DC)

Harder, Martha. "Women As Educational Leaders: The Theories Behind the Facts." Action in Teacher Education 5.3 (Fall 1983): 35-40.

Explores why women may choose not to seek educational administrative positions or why they are not chosen if they do seek them. Discussed are (1) women's qualifications for leadership; (2) models of socialization; (3) career socialization; and (4) limited opportunities for women. (JMK)

Hooyman, Nancy R. and Susan Johnson. "Sociology's Portrayal of Women: Socio-Political Implications." Soundings 40.4 (1977): 449-65.

Argues that the male bias of sociology produces an inadequate and incorrect theoretical portrayal of the social behavior of women. This bias--expressed through the topics of inquiry selected, methods used, and interpretations of findings -has significant political implications for the condition of women in society. (Author/LBH)

Katz, David. "Sex Discrimination in Hiring: The Influence of Organizational Climate and Need of Approval on Decision Making Behavior." Psychology of Women Quarterly 11.1 (March 1987): 11-20.

Male business students read materials intended to manipulate company climate, then evaluated a fictitious resume of a male or female applicant for a managerial position, deciding on hire, salary, applicant fit with the company, and anticipated longevity. In a discriminatory climate women applicants were evaluated less favorably than men. Approval motivation was not related to the dependent measures. (Author/KS)

Marshall, Stephanie A. "Women Reach the Top Spot." The School Administrator 3.10 (November 1986): 10-13.

Summarizes interviews with women superintendents who give reasons for the underrepresentation of female superintedents. A 1985 survey show female superintendents in only 2.4 percent of United States public school districts.

Neidig, Marilyn. "The Rise and Decline of Women Administrators. National Elementary Principal 56.2 (1976): 53-54.

After discussing the barriers which women in administration face, Marilyn Neidig recommend (1) more support for women in administrative programs, (2) more visability for women, (3) announcement of positions should be made known to everyone at the same time, (4) long range goals for achieving equity in education be planned.

Nixon, Mary. "Few Women in School Administration: Some Explanations." The Journal of Educational Thought 21.2 (August 1987): 63-70.

Considers explanations for the small number of women school administrators in Canada based on an "Equity through Understanding" approach and on an "Understanding Discrimination" approach. Finds a more plausible explanation in the linking of three concepts: role discrimination, access discrimination, and treatment discrimination.

Ortiz, Flora I. "Scaling the Hierarchical System in School Administration: A Case Analysis of a Female Administrator." Urban Review 11.3 (Fall 1979): 111-126.

Examines the barriers to upward mobility for women in school administration. Concludes that structural characteristics of the educational system contribute to these barriers. (ST)

Palmieri, Patricia and Charol Shakeshaft. "Up the Front Staircase; A Proposal for Women to Achieve Parity with Men in the Field of Educational Administration." Journal of the National Association of Women Deans, Administrators, and Counselors 38.2 (1976): 58-64.

Various sexist attitudes and prejudices responsible for the decline of women's roles in education are discussed. Suggestions are made to help women assert their rights and aspire to administrative positions. (SE)

Porat, Karin L. "The Woman in the Principal's Chair in Canada." Phi Delta Kappan 67.4 (December 1985): 297-299.

Reviews the situation facing female applicants to administrative positions in Canada's public education system. Explores women's reluctance to apply for such positions and educational bodies' reluctance to hire them. Discusses recent decreases in the numbers of female administrators and quotes several women principals from Alberta concerning their experineces. (PG)

Schmuck, Patricia A. "Networking: A New Word, A Different Game." Educational Leadership 43.5 (February 1986): 60-61.

Discusses the way women have been kept outside the informal and unconscious male system of communication called by some "the old boys club".

Thomas, M. Donald. "Why Aren't Women Administering Our Schools?" NASSP Bulletin 70.488 (March 1986): 90-92.

Discusses discriminatory practices which keep the percentage of women in educational administration positions low. Offers suggestions for improvement.

Weber, Margaret B. and others. "Why Women are Under-Represented in Educational Administration." Educational Leadership 38.4 (January 1981): 320-22.

To reverse the decline in the number of female administrators, women must obtain the credentials, apply for the positions, and encourage other women to do the same.

DOCUMENTS

ED 211 697
Couch, Sue, "Employer Perceptions of Male and Female Applicants for Administrative Positions in Vocational Education. A Paper presented at the Annual Meeting of the American Vocational Association. (Atlanta, Ga. December, 1981) 8 pages.

A study which was conducted to discover why there are so few women administrators in the upper levels of vocational educational administration. The objective of the study was to examine employer perceptions of the qualifications of male and female applicants for administrative positions in vocational education. (KC)

ED 247 868
Dohrmann, Marcia. "Why Women Are Underrepresented in Administrative Positions: Review of the Research." Research Paper (1982) 54 pages.

Studied the way that the organizational structure itself can form barriers on job entry and advancement of women. (SW)

ED 282 476
Ehrhart, Julie K. and Bernice Sandler. "Looking for More Than a Few Good Women in a Traditionally Male Field." Association of American Colleges, Washington, D.C. Project on the Status and Education of Women. (1987)

Reasons why more women are not studying and completing degrees in traditionally male fields are discussed, along with what can be done by colleges to help remedy the situation. A focus of attention is the academic and social environment experienced by women students in traditionally male college programs. Recommendations for recruiting and retaining women in traditionally male programs are provided, along with an institutional self-evaluation checklist, a bibliography, and a list of resource organizations, including the address, phone number, and contact person. (SW)

ED 285 282
Funk, Carole. "The Female Executive in School Administration: Profiles, Pluses, and Problems." A Paper presented at the Annual Conference on Women and Work (3rd, Arlington, TX, May, 1986. (May 1986) 17 pages.

In a field dominated almost exclusively by men, successful women administrators in public schools can provide a rich source of information concerning the advantages and disadvantages of being a "female executive." After briefly discussing well-documented internal and external barriers to women's administrative career aspirations, this paper describes a study of 66 female public school executives in the Texas Metroplex area. Age range was 33 to 63 years, with the largest percentage (57 percent) between 40 and 49. Nearly half were school principals. A semi-structural interview was designed to include 12 questions concerning respondents' skills and characteristics, leadership styles, career aspiratons, mentoring opportunities, job satisfaction, problems and pluses attributable to gender, training programs, and advice to aspiring administrators. From the results, a number of generalizations can be made. The typical female administrator taught for

8-10 years, has held an administrative position for less than 10 years, works between 50 and 60 hours weekly, does not aspire to be a superintendent, had a mentor at some time, did not plan an administrative or any other long-term career, and prefers a situational ? models for other women, and being well-organized and intuitive on the job. Common problems included difficulty in gaining male respect and acceptance, no entry to the male network, lack of "authority" and trust (from female employee), and employment discrimination. (MLH)

ED 257 204

Gupta, Nina. "Barriers to the Advancement of Women in Educational Administration: Sources and Remedies." Southwest Educational Development Lab. Austin, Texas. Prepared for the Women's Leadership Project, sponsored by the American Association of School Administrators as part of the Project AWARE and the Ford Foundations. (March 1983) 29 pages.

Summarizes barriers that work to keep women in traditional positions within the work world and at the lower levels of organizational hierarchies within educational administration. Some strategies for combating these barriers are consciousness raising, career planning, mangement training, information sharing, mentoring, networking, and retraining. A list of further readings on the subject is provided. (MD)

ED 170 908

Marshall, Catherine. "Career Socialization of Women in School Administration." A Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979) 33 pages.

This paper describes research that attempted to discover and describe the socialization process in school adminsitrative careers that support or hinder women's decision-making for a career in school administration. (Author/LD)

ED 114 937

Muhick, D. "Discrimination Against Women in Educational Administration." A Paper presented at the meeting of the National Association of Women Deans, Administrators, and Counselors (Chicago, Il. April, 1974) 56 pages.

ED 181 600

Neidig, Marilyn. "The Other Half of the Talent Bank: Women Administrators." A Paper presented to the Annual Meeting of the Association of Secondary School Principals (January 1980).

This paper explores the reasons why few women are found in administrative positions in education. After exploring employment and promotion barriers to women under the categories of societal, economic, and power sharing, the paper recommends that women in education (1) receive more support in training programs; (2) become more visible by being elected to decision-making offices; and (3) serve on selection committees for professional organizations.

ED 284 33

Pavan, Barbara Nelson. "Aspiration Levels of Certified Aspiring and Incumbent Female and Male Public School Administrators." A Paper presented at the Annual Meeting of the American Education Research Association (Washington D.C., April 20-24, 1987) 30 pages.

To determine if women or men have lower aspiration levels for school administrative positions, male and female administrative certificate holders were asked for their ultimate career goal. Implications of the study for assisting women to gain administrative positions are suggested for state departments, universities, school boards, and professional organizations. Two reference pages and appendices of data conclude the report. (Author/CJH)

ED 263 686

Pavan, Barbara Nelson. "Ceritified But Not Hired: Women Administrators in Pennsylvania." A Paper presented to the 11th Annual Research on Women in Education Conference. Sponsored by the Research on Women in Education Special Interest Group of the American Eduational Research Association. (Boston, MA., October 1. 1985) 31 pages.

STRATEGIES AND PROGRAMS TO PROMOTE WOMEN IN SCHOOL ADMINISTRATION

PERIODICALS

Adkison, Judith, "Strategies to Promote Women's Careers in School Administration." Administrator's Notebook 29.2 (1980-81): 1-4.

Examines the Project of Internships, Certification, Equity-Leadership and Support (ICES) designed to increase the number of women in school administration. Concludes that the ICES field test identified components that are necessary but not sufficient to bring women into administrative positions. (Author/WD)

Adkison, Judith A. and Jerry D. Bailey. "The ICES Model: Increasing Women's Participation in Educational Administration." Planning and Changing 11.3 (Fall 1980): 141-49.

A project which links the major educational agencies in a state to select, train, and place a group of women with proven administrative ability. (Author/IRT)

Baugher, Shirley and Betty B. Martin. "Women in the Administrative Marketplace." Viewpoints in Teaching and Learning 57.4 (Fall 1981): 79-85.

Discusses interpersonal and organizational barriers which contribute to the underrepresentation of women in vocational education administration. These barriers are discussed along with effective administrator education and training programs and the current status of women in administration. (CJ)

Cooper, Judy and Dennis Hamill. "Women Administrators: One District's Success Story." NASSP Bulletin 64.440 (December 1980): 32-33.

Reports on affirmative action program that ultimately increased the number of female administrators from 8 to 12.5 (out of a total of 41.5 administrators). (JM)

Fiske, Evelyn and Janice Sandbank. "Androgeny and the New Educator." The High School Journal 65.7 (April 1982): 226-231.

Discusses how society and educational systems perpetuate women's inequality. Examines the declining role of women in educational administration and identifies a way in which school systems and women can work towards improving sexual inequality. (DC)

Green, Madeline F. "A Washington Perspective on Women and Networking." Journal of the National Association of Women, Deans and Counselors 46.1 (Fall 1982): 17-21.

Describes two successful, institutionalized networking programs of the American Council on Education. Discusses the potential benefits and pitfalls of networking especially as they apply to women. (RC)

Kimmel, Ellen, Dorothy Harlow and Mary Topping. "Special Programs to Promote Women into Educational Administration." Phi Delta Kappan 60.8 (April 1979): 586-589.

Briefly describes some programs that provide training and other support for women aspiring to become administrators. (IRT)

Kimmel, Ellen, et al. "Training Women for Administrative Roles." Educational Leadership 37.3 (December 1979): 229-31.

A report on The University of South Florida's Women and Administration Institute: an intensive summer residential program that encourages women to move up the career ladder into administrative positions in the public schools.

Levine, Sarah L. "Peer Support for Women in Middle Management." Educational Leadership 45.33 (November 1987): 74-75.

Provides a mechanism for broadening perspectives, generating alternative solutions to managerial problems, and enhancing professional and personal esteem. (MLF)

Marshall, Catherine. "Men and Women in Educational Administrative Positions." Journal of the National Association of Women Deans and Counselors 48.1 (Fall 1984): 3-12.

Examined the effects of a graduate program in education administration on women's career mobility in a survey of 165 male and female students.

McQuigg, Beverly D. and Patrick W. Carlton. "Women Administrators and American Schools: A National Dilemma." The High School Journal November 1980): 50-54.

Examines attitudes which are hindering women's access to administrative postions in the public schools. (SJL)

Mertz, Shirley and others. "Women in Administration? You've Got to be Kidding." NASSP Bulletin 64.440 (December 1980): 35-39.

Explodes eight myths concerning female administrators and suggests what to do to increase female educational leadership. (JM)

Metzger, Christa. "Helping Women Prepare for Principalships." Phi Delta Kappan 67.4 (December 1986): 292-296.

Describes a training program conducted in Arizona from 1979 to 1983 that measurably increased the number of female principals in Arizona and markedly improved attitudes toward women as school administrators.

Neidig, Marilyn. "The Rise and Decline of Women Administrators. National Elementary Principal 56.2 (1976): 53-54.

After discussing teh barriers which women in administration face, Marilyn Neidig recommend (1) more support for women in administrative programs, (2) more visability for women, (3) announcement of positions should be made known to everyone at the same time, (4) long range goals for achieving equity in education be planned.

Palmieri, Patricia and Charol Shakeshaft. "Up the Front Staircase; A Proposal for Women to Achieve Parity with Men in the Field of Educational Administration." Journal of the National Association of Women Deans, Administrators, and Counselors 38.2 (1976): 58-64.

Various sexist attitudes and prejudices responsible for the decline of women's roles in education are discussed. Suggestions are made to help women assert their rights and aspire to administrative positions. (SE)

Pavan, Barbara Nelson. "Mentoring Certified Aspiring and Incumbent Female and Male Public School Administrators." Journal of Educational Equity and Leadership 7.4 (Winter 1987): 318-31.

Documents the mentors and mentoring functions experienced by school and district administrators.

Pepe, T. and J.C. Huber. "We're Working to Bring More women into School Management."The Executive Educator 5.8 (August 1983): 15.

Rosser, Phyllis. "Women Fight Old Boys for School Administrator Jobs." Learning 8.7 (March 1980): 31-32,34.

Compares the roles of women as teachers and as educational administrators. Women are beginning to establish their own "old boys" networks as one of several strategies for change. Resources about professional advancement opportunities for women in education are listed. (JMF)

Shakeshaft, Charol, et al. "Preparing Women School Administrators." Phi Delta Kappan 66.1 (September 1984): 67-68.

Describes a course developed to provide female students training for administrative careers. It is designed to increase self-confidence, produce short and long term career goals, and help participants move into administrative positions. (MD)

Shapiro, Joan Poliner. "Women in Education: At Risk or Prepared? The Educational Forum 51.2 (Winter 1987): 267-179.

Explores the needs of women in education in relation to their recruitment, self-development, and advancement. Reviews use of incentives as mechanisms to achieve educational professionalism and to raise teacher proficiency as it relates to women. (CH)

Tolcacher, Ray. "Cultivate Political Skills, and Keep Your Career on Track." Executive Educator 8.11 (November 1986): 17-19.

To be effective, principals should develop political skills. Techniques for developing technical skills include taking the offensive, anticipating problems, developing school guidelines, and building a support network. (CJH)

DOCUMENTS

ED 193 751

Adkison, Judith A. "ICES, A Project of Internships, Certification, Equity, Leadership and Support." School of Education, Kansas University, Lawrence. Sponsored by the Office of Education and the Women's Educational Equity Act Program. (Washington, D.C., 1980) 87 pages.

This model selected, trained, and placed women with proven administrative ability, which resulted in the hiring of 10 of the 13 interns as administrators after completion of the program. This report discusses the need for individual and systemic change; how Project ICES was developed, implemented, and disseminated; who was involved; and some of the experiences of those who participated. A related article can be found in the document (ED 170 860. (JK)

ED 196 131

Adkison, Judith A. and Andrea Warren, ed. "The Administratove Internship." Women's Educational Equity Act Program (1980).

Successfully field-tested a model for mobilizing statewide resources to prepare women for administrative careers and to place them in appropriate positions. (Author/MLF)

ED 289 852

Ashbaker, Betty Y. and Varnell A. Bench. "Davis County School District/Utah University Development of Leadership in School Administration. A Partnership Program 1987-88." A paper presented at the National Conference of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987). 14 pages.

Not unlike many public school districts, Davis County School District (Utah) has had limited administrative turnover in the past decade. However, the state has been endorsing the trend toward retirement at 55 years of age and 25 years of experience, leaving the public schools with a potential "en masse" turnover of 35.8 percent of the administrative staff. Many replacements would be needed, and the pool must be large enough to include women. Through a cooperative program between the school district and Utah State University, relevant, current, and practical training courses were developed. Courses were delivered on site in the school district. The spring of 1987 and the autumn of the 1987-88 school year saw the dramatic turnover. Teachers had been trained in the administrative/supervisory program and were ready to apply as the positions were vacated. A report of the number of new principals hired in the district, the increase in the number of female principals, and an overview of the numbers and quality of applicants are analyzed as validation of the program's success.

ED 182 462

Bowers, E. and J. Hummel. "The Factors Related to Underrepresentation of Women in Educational Administration: A Literature Review." Research and Development Series No. 152, Office of Education. (Washington, D.C., 1979) 79 pages.

A literature review which (1) documents factors relating to the underrepresentation of women in vocational education administration, (2) establishes a sound data base for dissemination, and (3) encourages other project and program work toward attaining sex equity in vocational education administration.

ED 282 476

Ehrhart, Julie K. and Bernice Sandler. "Looking for More Than a Few Good Women in a Traditionally Male Field." Association of American Colleges, Washington, D.C. Project on the Status and Education of Women. (1987)

Reasons why more women are not studying and completing degrees in traditionally male fields are discussed, along with what can be done by colleges to help remedy the situation. A focus of attention is the academic and social environment experienced by women students in traditionally male college =programs. Recommendations for recruiting and retaining women in traditionally male programs are provided, along with an institutional self-evaluation checklist, a bibliography, and a list of resource organizations, including the address, phone number, and contact person. (SW)

ED 220 984

Jones, Effie H., et al. "Climbing the Career Ladder: A Research Study of Women in School Administration. (American Association of School Administrators, 1801 North Moore Street, Arlington, Va. 22209. 1982) Stock #021-00860. 76 pages.

Reports on a career training offered to women in school administration by the American Association of School Administrators (AASA) in 1977 which decreased the influence of external barriers on the participants' upward career mobility. (Author/PGD)

ED 233 164

Kimmel, Ellen. "An Institute for Preparing Women for Careers in Vocational Administration. (1983). Final Report from 11/1/82 to 6/30/83. Sponsored by the Florida State Department of Education, Tallahassee, Division of Vocational Education (1983). 60 pages.

In order to promote the goal of increasing the number of women holding the nontraditional role of formal leadership in the Florida system of vocational education, a 2-week training institute for women teachers was conducted at the University of South Florida, Sarasota campus. (MN)

ED 146 505

Kimmel, Ellen, et al. "Women and Administration Institute: Making a Difference." A Paper presented to the Annual Meeting of the Southeastern Psychological Association (Hollywood, California, May 4-7, 1977) 19 pages.

Describes a training program for women designed to increase the number of women candidates for administrative openings (in Education), and to insure that graduates become sensitive to sex stereotyping so they will function as positive agents to eliminate its presence in schools. (PFS)

Kittock-Sargent, M. "Hiring Procedures." Montana School Boards Association, 1982. Distributed by Education Development Center, Inc. 55 Chapel Street, Newton, Mass. 02160.

A guide for school districts which can be used to help develop fair and consistent hiring procedures.

ED 182 830

Love, Ruth B. "Women in School Administration: The Route to the Top." Oakland Public Schools, CA. Keynote Address at the National Council of Administrative Women in Education. (San Diego, CA, February 14, 1980) 15 pages.

Disousses some of the ways women can combat inequities in the educational system that keep them from attaining top administrative posts. It includes a discussion of attitudes and stereotypes that limit women's upward mobility. A checklist of recommendations for handling on-the-job problems is also offered, as are suggestions for helping other women through the use of networks. (LD)

ED 245 955

Schmitz, Betty. "The Northern Rockies Program on Women in the Curriculum." Montana State University, Boseman. Sponsored by the Department of Education. (Washington, D.C., 1983) 73 pages.

Presents a program overview describing the allocation of seed money, resources, training, and technical assistance to 10 postsecondary campuses in Idaho, Montana, Utah, and Wyoming to assist in the integration of women's studies into the curriculum. Program goals were to (1) integrate the study of women into core or departmental curricula, (2) conduct faculty development programs aimed at general course revision, (3) build networks of faculty interested in research on women and in transformation of the traditional curriculum, and (4) expand educational options for women students in nontraditional curricula. (LH)

ED 236 806

Schmuck, Patricia, et al. "The Oregon Story: Sex Equity in Educational Leadership." Sponsored by the Women's Educational Act Program. (SEEL) (Oregon University, Eugene. Center for Educational Policy and Management, 1983) 143 pages.

The Sex Equity in Eduational Leadership (SEEL) Project was initiated to test several strategies for increasing the number of women in public school administration in Oregon. This book is a description of the various activities carried out and their results. Evaluation data are presented about the SEEL project's success, and the final chapter is written as a series of questions to help others translate the experiences and results in Oregon to other states and settings. (MLF)

ED 214 301

Shakeshaft, Charol, et al. "Evaluation of a Course for Women in Educational Administration." A Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). 58 pages.

To address the differing experiences and needs of women who are potential administrators and to examine the barriers to their success, the Hofstra University Department of Eduational Administration initiated an intensive workshop called "Women in School Administration" in 1980. The authors begin this evaluation of the workshops by discussing the need for the course and the internal and external barriers facing women administrators. They describe the course's implementation, give a demographic profile of its participants, and list its three objectives: to increase participants' level of self-concept, produce growth in their long-and

short-term career goals, andhelp them move into administrative positions. Evaluation of the course included tests of participants' ego development immediately before and after the workshopsand surveys of career goals and job status during, indicate the course succeeded in improving participants' self-concept and in changing their career goals and administrative positions. Appendices provide the course syllabi for 1980-1982, evaluation instruments for ego development and goal and job changes, and the course evaluation forms.

Silver, Paula F. "Women in Educational Leadership: A Trend discussion. Trends in Education Series." Columbus Ohio: The University Council for Educational Administration, 1976.

Explored the nature and possible causes of downward trends, identified some recent developments that might reverse the trends, and to suggest courses of action for those who favor more active participation of women in educational leadership.

ED 247 836
Slimmer, Virginia M. "Advancement Factors of Women in Administration: Patterns and Perspectives." A Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). 15 pages.

Studied patterns of advancement of women administrators. Information is provided on: factors that were helpful in obtaining their present postions, persons who were supportive of the respondents, goal aspirations, coping skills, career paths, and the relationship between income and motivation level. A ranking of strategies employed by respondents is included. (Author/SW)

ED 222 826
Slimmer, Virginia. "Being in the Right Place at the Right Time: Strategies for Employment." A Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (66th, Indianapolis, IN, March 31-April 3, 1982).

Patterns of advancement of women administrators were studied with a sample of 188 administrators of home econmomics departments. Information is provided on: factors that were helpful in obtaining their present positions, persons who were supportive of the respondents, goal aspirations, coping skills, career paths, and the relationship between income and motivation level. A ranking of strategies employed by respondents in included. (Author/SW)

ED 247 836
Slimmer, Virginia M. "Advancement Factors of Women in Administration: Patterns and Perspectives." A Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). 15 pages.

Those women who had reached the higher ranks in administration had high academic preparation, supportive relationships, aspired to higher positions, and had carefully planned career goals.

Smith, Mary Ann, et al. "Women Getting Together and Getting Ahead. Sex Equity in Educational Leadership." Oregon University, Eugene. Center for Educational Policy and Management. WEEA Publishing Center, 1982 Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160, 1983 (Code No. 0317; $5.75; three related documents in a set entitled. "Sex Equity in Educational Leadership," also available: Code No. 0315; $17.25 per set). 139 pages.

Provides advice about the paths to administrative positions and how to survive and succeed in these positions. Contains advice for successfully organizing in order to change hiring

patterns, cope with negative attitudes, and provide encouragement and support for other women. Descriptions of many of the issues facing women in administration are followed by coping suggestions. (MLF)

ED 221 948
Stockard, Jean and Others. "Sex Equity in Educational Leadership: An Analysis of a Planned Social Change Project." Oregon University, Eugene. Center for Educational Policy and Management. (1982) 130 pages.

Designed to develop a model for achieving sex equity in school administration in Oregon that could then be adopted by other states. The project site, funding agency, special skills of staff members a description of the project and an assessment are included in this discussion.

ED 234 297
Trow, Joanne J. "Administrative Procedures: A Practical Manual. Professional Advancement Kit." Sponsored by theNational Association of Women Deans, Administrators, and Counselors. (Washington, D.C.) 24 pages.

In order to help beginning professionals to be better administrators, this manual (one in a series of documents for and about women in education) provides information on such administrative tasks as running an office, hiring and training a staff, managing a budget, and doing public relations work. (WAS)

ED 217 525
Williams, Stanley W. "A Study of Selected Programs in Eduational Administration in the United States and Canada. Research Report (1982) 13 pages.

ED 225 291
_____"The Michigan Model Pilot: Increasing the Number of Female Administrators in Michigan Schools." Michigan State Department of Education, Lansing. 135 pages.

The Michigan Model provides a 3-year plan for school districts to increase the number of women in administration. Nineteen objectives address six key role groups--three external to the school district (professional educational organizations, local community groups, and parent-community members) and three internal to the district (superintendent/central office staff, principals/directors, and teaching staff). (MLF)

ED 225 291
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The Michigan Model provides a 3-year plan for school districts to increase the number of women in administration. Nineteen objectives address six key role groups--three external to the school district (professional educational organizations, local community groups, and parent-community members) and three internal to the district (superintendent/central office staff, principals/directors, and teaching staff). (MLF)

CAREER PATTERNS/DEVELOPMENT STAGES

PERIODICALS

Covel, Janice, and Flora I. Ortiz. "Career Patterns among School Administrators." Educational Research Quarterly 4.3 (Fall 1979): 33-44.

Three types of school administrators were studied and identified from 1870 to 1975; the plateau administrators who remained at initial entry level assignments; vertical aspirants who actively sought advancement; and place-holders who began as vertical aspirants but for one reason or another were placed in non-decision-making positions. (Author/GDC)

Crow, Mary Lynn. "The Female Educator at Midlife." Phi Delta Kappan 67.4 (December 1985): 281-284.

From a national study of working women, significant differences discussed between the women educators who had suffered from midlife crises (two-thirds of those responding) and those who had not, and provided clues about how such crises can be reduced in severity. (PGD)

Crow, Mary Lynn. "Midlife Crisis." Clearing House 60.9 (May 1987): 413-15.

Indicates that women experiencing a midlife crisis pass through five recognizable stages: (1) feeling trapped, (2) the first change, (3) multiple changes, (4) rational planning, and (5) implementing the plan. (NKA)

Edson, Sakre K. "Voices from the Present: Tracking the Female Administrative Aspirant." Journal of Educational Equity and Leadership 7.4 (Winter 1987): 261-277.

Women educational administrators were tracked for ten years to ascertain their organizational situation, career path, attitudes, and goals. Although women have made minimal gains, they are optimistic and will continue to test traditional occupational boundaries. Strategies that allow female managers to have occupational success must be investigated. (VM)

Evetts, Julia. "Becoming Career Ambitious: The Career Strategies of Married Women Who Became Primary Headteachers in the 1960s and 1970s." Educational Review 39.1 (1987): 15-29.

Interviewed 15 married female headteachers in Britain. Topics include the amount of mobility their career construction, timing and stage of the life cycle during which advancement began, and how progress was initiated. (Author/CH)

Frasher, Ramona, et al. "The Female Superintendent." Journal of the National Association of Women Deans, Administrators, and Counselors 46.1 (Fall 1982): 36-41.

Provides information on 82 women superintendents concerning their personal and career development. Subjects reflected a more traditional orientation during childhood, youth, and early career development and appeared to have integrated masculine modes of behavior as they advanced to higher levels of authority and responsibility. (Author)

Gotwalt, Norma and Kathryn Towns. "Rare as They Are, Women at the Top Can Teach Us All." Executive-Educator 8.12 (December 1986): 13-14.

A brief history of women in school administration. Reports survey and interviews with women superintendents on such topics as personal background, career paths, factors contributing to success, advice to other women administrators, and sex bias in education.

Levine, Sarah L. "Understanding Life Cycle Issues: A Resource for School Leaders. Journal of Education 169.1 (1987): 7-19.
Reviews life cycle theories of developmetnal psychology and examines their applications in addressing the needs of adults who work in schools. Structural changes are needed if schools are to be responsive to the developmental needs of adults. (BJV)

Marshall, Catherine. "From Culturally Defined to Self-Defined: Career Stages of Women Administrators." Journal of Educational Thought 19.1 (August 1982): 134-47.

Reviews the literature on women administrators in education. Describes a study of 25 women administrators conducted to determine the processes which enable people to advance in administration, and how these processes affect women's aspiration formation and career mobility. Looks at three stages of career orientation. (Author/DM

Ortiz, F.I., and J. Covel. "Women in School Administration: A Case Analysis. Urban Education 13.2 (1978): 213-236.

Focuses on an upwardly mobile female school administrator as she struggles to establish and retain a career in school administration. (Author)

Ortiz, Flora I. "Midcareer Socialization of Educational Administrators." Review of Educational Research. 48.1 (1978) 121-32.

Focusing on midcareer administrators, this review examines the socialization processes in school administration; the socialization of teachers, principals, and superintendents is discussed. (BW)

Picker, Ann M. "Female Educational Administrators: Coping in a Basically Male Environment." Educational Horizons (Spring 1980): 145-49.

A study of 100 female and 100 male educational administrators indicates differences between age groups, differences in sponsorship, differences in career aspirations, and perceptions relating to discriminatroy practices.

Stockard, Jean. "Career Patterns of High-Level Women School Administrators." Journal of the National Association of Women Deans, Administrators, and Counselors 48.1 (Fall 1984): 36-44.

Examines the career paths of a national sample of women (N+267) administrators in public schools. Results indicated that women appear to have career moves similar to men. Superintendents, assistant superintendents, and principals generally follow different career paths, but variations by attitudes toward career mobility and status are not large. (JAC)

Tracy, Saundra J. "Career Patterns and Aspirations of Elementary School Principals. The Gender Difference." Journal of the National Association of Women Deans, Administrators and Counselors." 49.1 (Fall 1985): 23-28.

Investigated career patterns and aspirations of 234 male and female Ohio elementary school principals. Factors found to relate significantly to gender include personal characteristics such as race and marital status, professional experiences such as career patterns prior to principalship, age when first considering principalship, reason for consideration, and years in principalship. (Author/ABB)

Woo, Lillian C. "Women Administrators: Profiles of Success." Phi Delta Kappan 67.4 (December 1985): 284-288.

Conducted studies which provide the data for this overview of how female educational administrators feel about the relationship between their careers and their roles as women. (PGD)

DOCUMENTS

ED 170 869
Covel, Janice. "School Administration Careers." A paper presented at the Annual Meeting of the American Edcuational Research Association (San Francisco, California, April 8-12, 1979) 29 pages.

Investigates school administrator career patterns focused on entry, promotion, and position permanency as it affects both men and women and examines factors affecting the careers of women in an attempt to explain the relative absence of women in hierarchical educational administrative positions. (Author/JM)

ED 272 965
Crandall, Katherine Wendt and Donald B. Reed. "Career Patterns of Female Administrators in Public Schools." A Paper presented to the Annual Meeting of the American Eduational Research Association. (April 1986) 35 pages.

Traces the career patterns of public school administrators.

ED 201 069
Edson, Sakre K. "If They Can, I Can." A Paper presented at the Annual Meeting of the American Educational Research Association. (Los Angeles, CA. April, 1981) 14 pages.

Collected data from questionnaires and in-depth interviews on women who have actively pursued careers in public school administration in Oregon. The typical female aspirant in Oregon possesses both a certificate for administration and a principal's endorsement, has served numerous years as a teacher, and has had some administrative experience. 71 percent of the respondents have faced significant barriers in pursuit of their goals. (Author/WD)

ED 272 968
Marshall, Catherine. "From Culturally Defined to Self-Defined: Career States of Women Administrators." (1984) 29 pages.

Women's participation in school administration is low and actually declining, despite legislation, affirmative action, and special programs. This article views the research guiding educational policy as useful, but concerned with ancillary issues. After a literature review of sex discrimination, administrator gender differences, role conflicts, and norms favoring men, this article addresses the informal criteria and organizational processes that favor men and hinder women. It describes a retrospective, ethnographic study of 25 women in educational administration careers. Data analysis reveals three molding identities, behaviors, attitudes, and choices according to society's expectations. (In a school environment, this means women remain teachers, and administrators are male.) If women teachers develop supports they may pass through transition (a difficult resocialization process) and eventually become self - defined, competent, and placed in higher administrative positions. Analyzing women's careers according to organizational socialization theory provides useful perspectives for rethinking

assumptions and formulating new questions. Besides showing women where the informal barriers lie, this theory shows policymakers and university-based educators what structures need alteration. Appended are 34 reference notes. (HLM)

ED 186 528
Reynolds, Betty. "Differences Between Men and Women in Their Aspirations for Careers in Educational Administration." A Report. (January 1, 1980) 32 pages.

Looks at three areas of women's aspirations for careers in educational administration: the relative distribution of aspiration levels; the relationships to achievement orientation; and the relationship of self-role congruence to educational administration.

ED 184 250
Villadeen, Alice W. "The Balancing Act of Women Administrators: Home and Career." A Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA., April 7-11, 1980) 10 pages.

LEADERSHIP STYLES/TRAITS/THEORIES

BOOKS

Loden, Marilyn. Feminine Leadership or How to Succeed in Business Without Being One of the Boys. New York: Times Books (A Division of Random House, Inc.), 1985.

Chapter Headings include: "The Case for Feminine Leadership", ="The Use of Power", "Making a Real Difference: What Women Can Do", Making a Real Difference: What Men Can Do", Making a Real Difference: What Organizations Can Do", "Feminine Leadership and the Future".

Gross, Neal and Anne E. Trask. The Sex Factor and the Management of Schools New York: John Wiley and Sons, 1976.

Reports the findings of an inquiry that focused on men and women who were elementary principals to determine if the sex of the administrator influenced their role performance. Findings revealed that pupil learning was lower on the average in schools administrated by male principals. Attributed to the fact that women had taught on the average over three times as long as the men and that over one third of the males, in comparison to 3% of the women, had never taught in elementary school.

PERIODICALS

Chaille, Angela. "Studies on Various Aspects of Women in Educational Administration in Hawaii." Educational Perspectives 22.1 (Spring 1983): 25-31.

Abstracts of six studies investigating: (1) differences in managerial styles and philosophies of, leadership behavior between, and differences in the use of suspensions by male and female administrators; (2) effectiveness of female principals in Hawaii; (3) conditions influencing career aspirations of female teachers and administrators; (4) and leadership training for women in administration. (BC)

Erickson, H. Lynn. "Conflict and the Female Principal." Phi Delta Kappan 67.4 (December 1985): 288-291.

Suggests that female public school administrators will function most effectively in their dual roles as females and administrators if their behavior is appropriate to specific situations rather than being based on sex-linked expectations. A typical profile is presented. (PGD)

Fletcher, Geneva. "To Be an Administrator and a Woman." Vocational Education 55.4 (April 1980): 31-33.

Discusses what it takes to be an effective administrator and what it means to be a female in a predominantly male field. (JOW)

Heilbrun, Alfred. "Androgyny as Type and Androgyny as Behavior: Implications for Gender Schema in Males and Females." Sex-Roles 14.3-4 (February 1986): 123-29.

Presents findings of an investigation of androgynous behavior across situations and within situations, and differences in sensitivity to traditional sex role sterotypes.

Marshall, Catherine. "Elites, Bureaucrats, Ostriches, and Pussycats: Managing Research in Policy Settings." Anthropology and Education Quarterly 15.3 (Fall 1984): 235-51.

Examines problems of field research conducted by female researchers in policy settings. Raises issuse of male-female dynamics in field research. (Author/KH)

Marshall, Catherine. "Organizational Policy and Women's Socialization in Administration." Urban Education 16.2 (July 1981: 205-31.

Describes research in the process of decision making and socialization in the careers of women administrators. Shows how organizational policies and career norms affect women's incentives and opportunities for training. Suggests that contradictions of femine and administrator roles and norms often lead to strain, and sometimes failure. (Author/APM).

Marshall, Stephanie A. and Mel Heller. "A Female Leadership Style Could Revolutionize School Governance. American School Board Journal 170.8 (August 1983): 31-32.

Recent increases in percentage of women on United States school boards is changing the decision-making process. A DuPage County, Illinois, survey reveals that, for example, while male board members tend to emphasize administrative efficiency, women tend to get more involved in educational policy formation. (JBM)

O'Donnell, Holly. "Leadership Effectiveness: Do Sex and Communication Style Make a Difference?" English Journal 74.3 (March 1985): 65-67.

Examines research findings concerning sex differences in communication and offers suggestions that might heighten students' awareness of effective communication styles. (EL)

Shakeshaft, Charol. "Theory in a Changing Reality." Journal of Educational Equity and Leadership 7.1 (Spring 1987): 4-20.

Considers organizational behavior, the world of women in schools, and how these issues inform theory and practice in school administration. (LHW)

Shakeshaft, Charol. "Training School Administrators: The Making of the Man in the Principal's Office." Teacher Education Quarterly 14.2 (Spring 1987): 59-67.

Addresses the environment in which women are taught and the curriculum they study. Research on female leadership styles suggest that women are being shortchanged by training programs in educational administration based upon male experience.

Tangri, Sandra Schwartz and Jeana Wirtenberg, eds. "Women and the Future." Psychology of Women Quarterly 6.1 (Fall 1981): 12-159.

Analyzes womens' role in the future of work in 10 articles. Deals with various life cycle aspects of women's lives, options in parenting, child care, changing sex roles, and aging. Analyzes special problems of Blacks, women in energy-boom towns, travel usage, educational trends, and a materialist theory of women's status. (JAC)

DOCUMENTS

ED 280 128
Brathwaite, Frank, "The Challenge for Female Educational Leadership: An Examination of the Problem and Proposed Solutions through Educational and Social Change Strategies." (1986) 56 pages.

Despite the current need for strong leadership skills to facilitate task achievement, individual development, and social action in an increasingly complex society, women are failing to make significant headway in educational administration. Lack of leadership opportunities for women limits both individual and organizational potential. (MLH)

ED 285 277
Estler, Suzanne E. "Gender Differences in the Perception of Administrative Role Demands." A Paper presented at the Annual Meeting of the American Research Association (Washington, D.C., April 20-24, 1987). (1987) 29 pages.

Efforts to understand the relationship between gender and school administration have usually focused on explaining the limited numbers of women administrators. Explanations of leadership style differences have stressed sex-role socialization theory, though some researchers suggest that the structure of power, opportunity, and social proportions in organizations strongly influence individual behavior. In the latter view, women are negatively affected by the structural niche they occupy. Other writers suggest that biological and societal forces contribute to gender differences in moral development and interpretations of life experience. If so, there may be differences in the relative importance female and male administrators ascribe to various competencies demanded by their jobs. Also, the general pattern of these differences would remain consistent across roles. Data for this study were gathered through the Maine School Administrator Competency Survey which was sent to all school administrators in the state in 1986. The response rate was 61 percent of all school principals and 66 percent of all superintendents (110 percent of female secondary principals and superintendents responded). This study explores differences and similarities in how women and men administrators view the competency demands of their jobs. The results are summarized in three tables. While most differences were statistically insignificant, women demonstrated higher perceived competency demands across administrative roles. Also, women scored significantly higher on people-related and cognitive competencies and attributes, while the few areas in which men were higher are related to "things" and conflict (facilities management, computer usage, and collective bargaining). Included are six references. (MLH)

ED 285 282

Funk, Carole. "The Female Executive in School Administration: Profiles, Pluses, and Problems." A Paper presented at the Annual Conference on Women and Work (3rd, Arlington, TX, May, 1986. (May 1986) 17 pages.

In a field dominated almost exclusively by men, successful women administrators in public schools can provide a rich source of information concerning the advantages and disadvantages of being a "female executive." After briefly discussing well-documented internal and external barriers to women's administrative career aspirations, this paper describes a study of 66 female public school executives in the Texas Metroplex area. Age range was 33 to 63 years, with the largest percentage (57 percent) between 40 and 49. Nearly half were school principals. A semi-structural interview was designed to include 12 questions concerning respondents' skills and characteristics, leadership styles, career aspiratons, mentoring opportunities, job satisfaction, problems and pluses attributable to gender, training programs, and advice to aspiring administrators. From the results, a number of generalizations can be made. The typical female administrator taught for 8-10 years, has held an administrative position for less than 10 years, works between 50 and 60 hours weekly, does not aspire to be a superintendent, had a mentor at some time, did not plan an administrative or any other long-term career, and prefers a situational leadership style. Pluses included sensitivity to others needs, serving as role models for other women, and being well-organized and intuitive on the job. Common problems included difficulty in gaining male respect and acceptance, no entry to the male network, lack of "authority" and trust (from female employee), and employment discrimination. (MLH)

ED 238 197

Intriligator, Barbara A. "In Quest of a Gender-Inclusive Theory of Leadership: Contributions from Research on Women Leaders in School Unions. A Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983). 18 pages.

Using specific behaviors found to be common among effective leaders of either sex, a new study examines school union leaders, male and female, to determine the skills they rated highest in their jobs, their motives and incentives, and their reasons for choosing union rather than school administration.
(JW)

Schmuck, Patricia A. "Gender: A Relevant Concept for Educational Leadership." A Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 20-24, 1987) 26 pages.

Educators' disenchantment with administrative training has prompted a critical reappraisal of the knowledge base used to prepare school leaders. This paper urges the inclusion of the gender concept in discussions of research agenda for school administrators. With gender serving as an effective sorting mechanism for both clients and professionals, one might ask how school leadership will be transformed by paying attention to gender and to the developing scholarship about women. This new scholarship can help determine the psychological and institutional factors deterring women from pursuing administrative postions, disclose sex differences in leadership performance, explain workforce segregation, and develop new critical analyses on leadership. This paper explores "feminist phase theroy" as a useful developmental model. The five phases are (1) exclusionary or androcentric thinking (excluding gender and applying generalizations about men to women); (2) compensatory thinking (seeking female counterparts to male success); (3) women as deficient (psychological thinking, or focusing on sex differences and viewing women as exceptions to the male norm); (4) women as oppressed (system thinking, or exploring organizational and institutional processes that

treat women differently from men); and (5) the new scholarship (focusing on gender, including women and men as subjects for and objects of study, and offering a corrective and transformative viewpoint). Several research and teaching considerations are summarized. Included are 49 references. (MLH)

ED 283 244

Shakeshaft, Charol. "Organizational Theory and Women: Where Are We?" A Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1987) 26 pages.

While the world of teaching has been primarily female, the administration world has always been populated by men. While there are similarities in the backgrounds and experiences of males and females, the legacy of discrimination and exclusion has shaped a world in which women's experiences and behaviors are often unlike those of men. Research on women administrators has uncovered differences between the ways men and women approach administrative tasks; these differences have implications for training programs which were developed by men primarily for men. This paper explores the "female world of schools," focusing on characteristics of women administrators and speculating on what educational administration theory and practice would be like if it incorporated women's experiences and behaviors. The female world of school administrators is characterized by (1) the centrality of interpersonal relationships, (2) teaching and learning as the major focus, (3) the importance of building community, and (4) the marginality of daily worklife. Women managers are usually advised to imitate male behavior and integrate into existing institutional structures. However, "traditional" female approaches to schooling resemble prescriptions for administrative behavior in effective schools, and the "ideal" principal is now urged to cultivate the virtues of the ideal woman. Clearly, counseling women to act like men may not be in the best interests of either women or schools. Reconceptualizing administreative theory and practice demands reexamination of supervision, authority, working climate, motivation, school structure (especially the separation of teaching and administration), personnel selection, power, teamwork, and community relations. Recommendations for revitalizing administrator training programs are also given. Included are 26 references. (MLH)

ED 286 265

_____"Leaders for America's Schools. The Report of the National Commission on Excellence in Educational Administration." University Council for Educational Administration, Tempe, AZ. (1987) 65 pages.

A revolution in education will require unusually competent, skilled, visionary leadership. This report examines the quality of educational leadership in the United States, focusing on the roles of principals and superintendents. According to recent research, the educational administration field lacks: (1) a definition of good educational leadership; (2) leadership recruitment programs in the schools; (3) collaboration between school districts and universities; (4) minority and women administrators; (5) systematic professional development for administrators; (6) high quality programs promoting excellence; (8) national cooperation in preparing school leaders; and (9) sequence, modern content, and clinical experiences in preparation programs. The report aims to restructure school administration. Separate chapters outline recommendations for public schools, professional organizations, universities, state and federal policymakers, and the private sector. Significant recommendations include: (1) redefining educational leadership; (2) establishing a National Policy Board on Educational Administration; (3) modeling administration preparation programs after those of other professional schools; educational administration programs; (4) terminiating at least 300 college and university eduational administration programs; (5) initiating recruitment and placement programs for minorities and women; (6) requiring public schools' full partnership in preparing administrators; (7) creating management development opportunities;

and (8) reforming licensure programs. Included are numerous references and a list of commissioned papers. (MLH)

EQUITY ISSUES

PERIODICALS

Campeau, Peggy L. "The Women's Educational Equity Act Program: A Realistic Assessment." Journal of Educational Equity and Leadership 3.3 (Fall, 1983): 189-204.

Describes procedure used by the American Institutes of Research in a management-oriented evaluation of the Women's Educational Equity Act Program (WEEAP). Summarizes assessment and recommendations in the context of WEEAP's legislative mandate and equity issues. (GC)

Campeau, Peggy L. "The Women's Educational Equity Act Program: A Realistic Assessment." Journal of Educational Equity and Leadership 3.3 (Fall, 1983): 189-204.

Describes procedure used by the American Institutes of Research in a management-oriented evaluation of the Women's Educational Equity Act Program (WEEAP). Summarizes assessment and recommendations in the context of WEEAP's legislative mandate and equity issues. (GC)

Gough, Pauline. "Sexism: New Issue in American Education." Phi Delta Kappan Fastback Series 81 (1976): 37 pages.

Includes these topical chapters: Sexisms in Curricular Materials, Sexism in School Organization, Teachers Need Training for Change, A Direct Teaching Strategy, and Change is Essential.

Marshall, Catherine. "The Crisis in Excellence and Equity." Educational Horizons. 63.1 (Fall 1984): 24-30.

Highlights the insufficient explanations and fundamental fallacies in policy and programs for sex equity.

Olson, Nancy S. "Equity Requires Renewed Commitment." Educational Leadership (September 1983): 73-74.

Presents a statement of cultural heritage related to equity and ASCD'S position regarding equity.

Orenstein, Gloria Feman. "Is Equality Still Inequality?" Journal of the National Association of Women Deans and Counselors 49.4 (Summer 1986): 22-28.

Contends that in the team-taught classroom, "so-called equality for women is still tantamount to inequality."

Pfeffer, Jeffrey and Alison Davis-Blake. "The Effect of the Proportion of Women on Salaries: The Case of College Administrators. Science Quarterly 32.1 (March 1987): 1-24.

Examines the effect of the proportion of women administrators on both men's and women's salaries in colleges and universities.

Shakeshaft, Charol. "A Gender at Risk." Phi Delta Kappan 67.7 (March 1986): 449-503.

Argues for the educational reform movement to include equity as an equal and serious component in the excellence movement. Describes the prevailing atmosphere of schools and school research and shows its male preference. Outlines the ways females as students, teachers, and administrators, are a gender at risk in American schools today. Includes 12 references. (MD)

Tetreault, Mary Kay and Patricia Schmuck. "Equity, Educational Reform and Gender." Issues in Education 3.1 (Summer 1985): 45-67.

Investigates fate of issue of gender insight reform reports currently dominating discourse on educational reform. (MD)

Wirtenberg, Jeana, et al. "Sex Equity in American Education." Educational Leadership 38.4 (January 1981): 311-317.

Documents the disparities whioh continue to exist in the nontraditional vocational eduoation courses; physical sciences; in graduate degrees awarde, particularly in the sciences; and in extracurricular participation in high schoool athletics.

Yeakey, C. Camp, et al. "In Pursuit of Equity: A Review of Research on Minorities and Women in Educational Administration." Educational Administration Quarterly 22.3 (Summer 1986): 110-49.

Reviews recent research on women, blacks, and Hispanics in public school administration. Focuses on (1) the inadequcy of organizational theory to deal with questions concerning equity, power, conflict, and social control; (2) employment trends and the issue of underrepresentation; and (3) a summary of future research. Appended are 159 footnotes. (IW)

_____"Sex Equity in Schools - 1920's Style." The American School Board Journal (August 1982): 19-38.

Recaptures an article in a 1925 American School Board Journal in which equal pay for men and women teachers was addressed. Deals with many of the same issues current educators face.

DOCUMENTS

ED 218701

Bonuso, Carol and Charol Shakeshaft. "The Influence of Gender in the Selection of Secondary School Principals." A Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). 26 pages.

A sample of 472 superintendents in New York State participated in this study, which examined the presence of sex discrimination in the selection of secondary school principals. The superintendents were asked to rate a hypothetical applicant resume that included credentials and a photograph. A hypothetical job description of a secondary school principal and a questionnaire were also included in the packet. The results of the study indicated no difference based on gender in the ratings of applicants with identical qualifications. In a follow-up investigation, 59 superintendents (from the original sample) who had hired one or more secondary principals during the 1980-81 school year were interviewed concerning their hiring experiences. The majority of these superintendents stated that few female applicants were

qualified for the job, an assertion the researchers were unable to confirm or refute. The study reaches no conclusions about the presence or absence of sex discrimination in hiring practices, but suggest that the small number of women hired as secondary school principals in New York State may be due to an insufficient number of women applying for the position and to continued sex discrimination. (Author/WD)

ED 244 375
Coggins, Catherine, et al. "Gender Bias in Superintendent Selection: A Projective Analysis." A Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). 25 pages.

Examines the question of gender bias in the selection of superintendents. Suggests the need for a reexaminiation of the investigation's methodology, theoretical basis, and assumptions and the need also for studies derived from real rather than ideal scenarios. (JBM)

ED 271 851
Eberts, Randall W. and Joe A. Stone. "Sex Differences in Promotions: EEO at Work in Public Education." Sponsored by the National Institute of Education. (Washington, D.C., June, 1984) 29 pages.

Investigates six differences in promotions to administrative positions in elementary and secondary education and assesses the influence of affirmative action and equal employment opportunity enforcement. Conclusions are based on longitudinal data from Oregon and New York for thousands of individual educators employed during the 1970"s and on data gathered from discrimination complaints. (CJH)

ED 215 163
Fletcher, Geneva. "Equity from a State Administrator's Perspective. Research and Development Series No. 214G." The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny RD., Columbus, OH 43210 (1981).

State agencies should locate and make available positive strategies to vocational administrators, research quality of service from various vocational education structures, and research strategies that increase utilization of equal opportunities for vocational education and job placement. (YLB) 33 pages.

ED 156 938
Gough, Pauline. "Sexism: New Issue in American Education." Phi Delta Kappa Educational Foundation, Bloomington, Indiana (1976).

This booklet discusses the pervasiveness of sex stereotypes, the roles of the school and of parents in socialization, sexism in curricular materials, sexism in school organization, teacher training for change, and a direct teaching strategy focusing on women's studies. (Author)

ED 272 969
Marshall, Catherine. "Translation of Policy to Practitioners: Analysis of Sex Equity in Administrators Journals." A Paper presented at the Annual Meeting of the American Research Association (65th New Orleans, LA, April 23-27, 1984) 22 pages.

This study is concerned with local educational agencies' interpretation of federal and state sex equity policies. After briefly discussing "slippage" that occurs as policy decisions move through federal and state systems, the article addresses legitimacy and implementation issues. Since sex equity policies have goals for altering administrative behaviors, programs, and procedures, educators' views and values are important. This article describes a survey of

administration journals most often read by practitioners. Four female student analysts perused 50 issues of 4 journals published form 1972 to 1983. Their content analysis showed the types and amount of information obtained. Findings revealed that "equal opportunity," "equality," and "equity" usually referred to race, economic background, and ethnicity, and seldom included sex. When equity articles did appear, most were geared toward strategies for women, not organizations. Of the four journals, Phi Delta Kappan had the most comprehensive coverage of sex equity issues. Elimination of sexism has not happened, and government enforcement has been undermined. Clearly, the analyzed journals are not contributing to practitioner's value transformation. Appended are three tables and 22 references. (MLH)

ED 272 970
Marshall, Catherine. "University Educational Administration Programs and Sex Equity." A Report. (1984) 14 pages.

Women seeking educational administration careers in the 1980's will find their employment opportunities limited by declining enrollments and unenforced affirmative action programs. The informal networks and sponsoring mechanisms aiding men's career mobility are generally unavailable to women. Universities can play a key role in developing pools of well-qualified women and helping school districts maximize their utilization in administration. (MLH)

ED 291 150
Marshall, Catherine. "Using Sociolinguistics for Exploring Gender and Culture Issues in Educational Administration." A Paper presented at the Annual Meeting of the American Educational Research Association Special Interest Group, Research on Women in Education (Portland, OR, November 12-14, 1987).

This paper focuses on the role of language in understanding the inequality of male and female access to positions in educational administration. By applying techniques of sociolinguistics, the paper seeks to demonstrate the potential of the microanalysis of language for identifying the assumptions, norms, and values in the culture of school administration. As gender issue questions arose, studies revealed that more women than men designate education as their first career choice, that women attain administrative positions later in life than men, and that men achieve higher salary levels than their female counterparts. Recent research shows that the requirements of a male-oriented career have made women appear less competent and feel less comfortable with entry administration. If such positions are available to women, the superintendency is not one of them. Sociolinguistic research can serve as a new tool for analyzing the contributions in language differences among men and women, as well as demonstrating that women administrators offer a source of insight into the administrative culture. A range of research agendas using linguistic analysis would reveal particular norms and patterns for the empirical grounding of a serious critique that would expand leadership theory to incorporate the values and experiences of women. Such reformulation of the administrative culture should originate from the voices of women. Sixty-one references are appended. (CJH)

ED 295 332
Pounder, Diana. "Male/Female Salary Disparity for Professors of Educational Administration." A Paper presented at the Annual Meeting of the American Eduational Research Association (New Orleans, LA, April 5-9, 1988) 41 pages.

Explores the problem of a male/female salary differential for professors by discussing relevant factors that may explain this disparity and by applying a model for detecting compenstion bias to a sample of educational administration professors' salaries.

ED 283 236

Pounder, Diana. "Administrative Compensation: A Preliminary Investigation of the Male/Female Salary Differential." A Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 31-Feburary 1, 1985).

Examines typical explanations offered for the existence of an "earnings gap" between male and female educational administrators, evaluates the relevance of these explanations, and proposes and tests a model process for detecting gender bias in the compensation of school administrators.

ED 216 442

Shakeshaft, Charol and Marjorie Hanson. "Androcentric Bias in the Educational Administration Quarterly." A Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982) 51 pages.

To explore androcentric bias in the "Educational Administration Quarterly" (EAQ), researchers performed a content analysis of 90 articles from ten volumes of the EAQ (1970-1979). An initial demographic analysis of the articles looked at the author's gender, article focus, and use of sexist language. The researchers then examined five aspects (comprising 19 variables) of each of the articles: (1) research problem selection and formulation, including such variables as the article's conceptualization of roles, the significance of the problem for women, and the exploration of gender as a variable; (2) review of previous research, including the gender of authors reviewed; (3) specification of the population and sample selection, involving the gender balance of samples and the justification of sample imbalance; (4) validity of methods and instruments, concerning sex-biased research instruments and surveys and interviewer-interviewee genders; and (5) interpretation of results, including generalization to gender groups and explanations of gender differences. The results of the analysis indicate that androcentric bias exists in all phases of research reported in the ten EAQ volumes. A copy of the data collection instrument is appended. (Author/RW)

ED 208461

Shakeshaft, Charol. "A Feminist Critique of Feminist Research in Educational Administration." A Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). 21 pages.

This paper, an offshoot of a larger study, looks at doctoral dissertations on women in educational administration completed and abstracted from January 1973 through January 1979 and categorized as coming from a feminist perspective. Two domains are examined--problem selection and research methods. Within the domain of problem selection, six general subject areas were identified: women's status, women in educational administration, attitudes of and toward women, barriers to women, leadership styles and effectiveness, and the structure of organizations. In these studies, use of the male model of research is the norm sexism is perpetuated, and women are investigated not as populations but as topics. The dissertations' research methodologies are equally male-oriented, according to the author. To correct the male-orientation of research, a new paradigm is proposed. This paradigm would expand the use of the naturalistic method of inquiry; emphasize the generation of hypotheses; grow out of the personal experiences, feelings, and needs of the researcher; place the authority for truth in the subject; rely on the oral tradition; and use research as an instrument of social change. The implications of this paradigm in the two domains of research are explored.

ED 247 849

Simonson, Joy R. and Jeffrey A. Menzer. "Catching Up: A Review of the Women's Educational Equity Act Program." Sponsored by the Rockefeller Family Fund, Inc., New York, N.Y. A Project of the National Coalition for Women and Girls in Education. (1984) 53 pages.

Case histories of Women's Educational Equity Act (WEEA) projects are presented, along with information on WEEA's mandate, operation, and new directions. The WEEA projects support the development of curricula and training materials for the education of females at pre-elementary to postsecondary schools, along with efforts of private sector and community groups. The project descriptions cover: math and science, sex-role stereotyping in the curricula, infusing equity in educational institutions, Title IX implementation, inequitable and sterotyped teaching, disabled women and girls, reentry women, and demonstrations of educational equity in diverse school districts. The major steps for selecting grantees for funding are identified, along with the priority areas for making funding decisions. Historical highlights since the passage of the Women's Educational Equity Act (P.L. 93-561) in 1974 are also outlined. An overview of the role and activities of the National Advisory Council on Women's Educational Programs is included. Finally, nine future directions for the program are proposed. Appended materials include the text of P.L. 95-561, and data on characteristics of WEEA projects, including users, eduational level, subject/focus, and product or program. (SW)

ED 175 118

Strober, Myra H. and Laura Best. "The Female/Male Salary Differnential in Public Schools: Some Lessons from San Francisco, 1879. Program Report No. 79-87.

Develops a theory of sex differences in the earnings of school personnel, with emphasis on the role of labor market segmentation.

Stockard, Jean. Sex Equity in Education. New York: Academic Press (A Subsidiary of Harcourt Brace Jovanovich, Publishers), 1980.

A basic text for use in courses on sex roles in education as well as a supplementary course for teacher/administrator training courses, women's studies, etc. Includes chapters on sex roles in education, sex equity issues, legal issues, and future contexts for change.

LEGAL ISSUES

BOOKS

Larson, Arthur and Lex K. Employment Discrimination: Volume , Sex" Times Mirror Books, 1988.

Found in the Law Reference section, this book covers the gamut of laws relating to sex discrimination and employment.

Dunlay, Mary C., ed. Employee Law File, Sex Discrimination in Employment: Application of Title VII Santa Cruz, California: Community Law Reports, Inc., 1975.

A complete guide to filing a complaint under Title VII. Includes the history of Title VII, explanation of terms and booklets and pamphlets available.

PERIODICALS

Heilbrun, Alfred B. "The Treatment of Women Within the Criminal Justice System: An Inquiry Into the Social Impact of the Women's Rights Movement." Psychology of Women Quarterly 10.3

(September 1986): 241-251.

Examines the possible impact of the feminist movement upon criminal justice decisions relating to women.

Hoff-Wilson, Joan. "The Unfinished Revolution: Changing Legal Status of U.S. Women." Signs 13.1 (Fall 1987): 7-36.

Historical trends of Constitutional inequality are presented in the context of Women's movements. The status of women and the struggle for equal rights are negatively affected by conservatism in the executive and judicial branches of government. Recent court decisions have left much room for interpretation with respect to women's rights. A comprehensive essay of women and the law beginning with the women's exclusion in the 1787 Constitution and Bill of Rights. Concludes with the question: "Do we want equality of the sexes - or do we want justice for two kinds of human beings who are fundamentally different.?" (VM)

Kuceris, Misty. "The High Court Gives Your Employees Another Way to Fight Sex Discrimination." American School Board Journal 169.8 (August 1982): 21.

Discusses the effects of a recent Supreme Court interpretation of the sex discrimination law. Reports the reactions of diverse organizations to the law and to related litigation.

Marshall, Catherine and Richard Grey. "Legal Rights of Women Seeking Administrative Positions in Local School Districts." Journal of Educational Thought 19.1 (August 1982): 134-47.

Outlines legal provisions relating to sex discrimination in employment generally and in education in particular, and examines limitations of these laws for changing school systems. Evaluates the impact of antidiscrimination legislation on the organizational systems of incentives, supports, recruitment, sponsorship, and exclusion. (Author/GC

Middleton, Michael. "The Dilemmas of Equality." Update on Law-Related Education 11.1 (Spring 1987): 20-25.

Reviews United States Supreme Court decisions regarding the correction of racial and sexual discrimination.

Shapiro, Charlotte. "We'll Sue Your School Board to Win Equity for Women Administrators." American School Board Journal 171.5 (May 1984): 43-45.

Women continue to hold relatively few positions as school administrators; old boy networks, action policies make it increasingly necessary to seek redress through lawsuits. The inaction of schools on Long Island, New York, exemplifies a national problem. (JBM)

Splitt, David A. "Sexual Harassment/School Law." The Executive Educator 8.10 (October 1986): 31.

Outlines important implications for consideration in developing employment policies prohibiting sexual harassment. The recent Supreme Court decision on a sexual harassment case shows that employers are not "insulated" from liability if courts find harassment in the workplace. Also discusses two other Supreme Court decisions.

ED 259 900

_____"Title IX for Sex Equity."

Delineates employment regulations under Title IX.

CASES

Spears v. Board of Education of Pike County Kentucky
843 F. 2d 882, 46 Ed. Law 67 (6th Cir. 1988)

Plaintiff alleged that she was denied promotion to administrative positions on the basis of her sex. The Court of Appeals upheld the District Court's decision that she was passed over promotion to administrative positions because of sex. Found that she was objectively better qualified for these positions than the men who received the appointments.

Tye v. Houston County Board of Education
681 F. Supp 780, 46 Ed. Law 130 (M.D. Ala 1987)

The Court found that the female teacher was denied a number of principalships and assistant principalships becuase of her sex and was entitled to back pay and right of first refusal to any high school principalships in the system. Further the Court issued an injunction prohibiting school officers from sexually discriminating against her in the future.

Danzl v. North St. Paul, Maplewood-Oak Dale Independent School District
706 F.2d 813 (8th Cir. 1983)

An action was filed against a school district claiming that it declined to hire a female candidate for high school principal because of her sex. The U.S. District Court of Minnesota entered judgement for the female candidate. The Court of Appeals reversed.

Mary M. Love v. Alamance County Board of Education
757 F.2d 1504 (4th Cir. 1985)

Plaintiff alleged that the Board failed to promote her to various principal and assistant principal's positions because of her race and or sex. The Court found in favor of the defendent, Alamance County Board of Education.

Joanne Yatvin, v. Madison Metropolitan School District
840 F.2d 412 (7th Cir. 1988)

Plaintiff claimed that she was denied an Assistant Superintendent position becaue of sex discrimination and a Director of Curriculum position because she had filed the previous sex discrimination charge. Court found for the defendent.

Murphy v. Middletown Enlarged City School District
525 F. Supp. 678 (U.S. District Court, N.Y. 1981)

Plaintiff was denied three separate administration postions and filed for sex discrimination. Court found that she failed to sustain her burden of proof.

North Haven v. Bell
456 U.S. 512, 102 S. Ct. 1912 (1982)

Petitioners brought separate suits challenging HEW's authority to issue the Subpart E regulations on the alleged ground that Section 901(a) was not intended to apply to employment practices. The District Court in each case granted the school board's motion for summary judgement. The Court of Appeals reversed, holding that Section 901(a) was intended to prohibit employment discrimination.

Griggs v. Duke Power Company
401 U.S. 424, 91 S. Ct. 849 (1971)

A Supreme Court landmark decision which firmly established equal protection from differential treatment to those performing similar tasks. A primary effect of Griggs was to force employees to remove arbitrary, irrational criteria of application and employee selection. They were to also publish detailed job descriptions and qualifications necessary to obtain that job. It offered civil rights lawyers the legal leverage necessary to force equal employment opportunities into action.

LAWS

The Equal Pay "Act of 1963
29 USC 206(d)

Prohibits employers from discriminating on the basis of sex by paying lower wages to employees of one sex than to employees of the other sex for performing equal work.

Title VII of the 1964 Civil Rights Act
(42 USC 2000e)

Made it unlawful to discriminate in hiring on the basis of job classification, promotion, compensation, fringe benefits, discharge, or any other terms, conditions, and privileges of employmennt.

Title IX of the Educational Amendments of 1972

Prohibits sex discrimination in eduation programs or activities which receive federal assistance.

The Civil Service Reform Act of 1978
P.L. 95-454 (Title 5, sec 2301 (b) (2) (3).

States that (1) all employees and applicants for employment should receive fair and equitable treatment in all aspects of personnel mangement without regard to political affiliation, race, color, national origin, sex, marital status, age, or handicapping condition and that (2) equal pay should be provided for work of equal value.

Executive Order 11478 (August 1960)

Mandates equal employment opportunity in teh Federal Government

Executive Order 11246 (September 1965)

Forbids discrimination on the basis of sex in Federal contracting.

RESEARCH/LITERATURE REVIEWS

PERIODICALS

Adkison, Judith A. "Women in School Administration: A Review of the Research." Review of Educational Research 51.2 (Fall 1981): 311-343.

Reviews research published since 1974 regarding women in administration, management, and leadership. Research on minority women in school administration is also examined, as are changes directed at improving women's access to leadership positions. (Author/GK)

Guido, DiBrito, et al., "Women in Leadership and Management: Review of the Literature." NASPA Journal 23.2 (1986): 22-31.

Haven, E.W., et al. "Women in Educational Administration: The Principalship. A Literature Review." Annandale, Va.: JWK International Corporation, 1980.

Provides a comprehensive review of literature on women in the principalship.

Marshall, Catherine. "Field Studies and Educational Administration and Policy: The Fit, the Challenge, the Benfits, and Costs. Urban Education 20.1 (April 1985): 61-81.

Reviews the contributions of field studies conducted in the areas of educational aDministration and policy, including organizational processes, education politics, and leadership and decision making. Suggests new directions in educational policy that field research could explore. (GC)

Marshall, Catherine. "Elites, Bureaucrats, Ostriches, and Pussycats: Managing Research in Policy Settings." Anthropology and Education Quarterly 15.3 (Fall 1984): 235-51.

Examines problems of field research conducted by female researchers in policy settings. Raises issues of male-female dynamics in field research. (Author/KH)

Shakeshaft, Charol and Marjorie Hanson. "Androcentric Bias in the Educational Administration Quarterly." Educational Administration Quarterly 22.1 (Winter 1986): 68-92.

Analyzes articles dealing with human or social characteristics, or interaction, appearing in "Educational Administration Quarterly" during the 1970s. Determined that inadequate consideration was given to the role of women in both the conduct of the research reported and the form in which the reports were presented. (PGD)

Shakeshaft, Charol and Irene Nowell. "Research on Theories, Concepts, and Models of Organizational Behavior: The Influence of Gender." Issues in Education 2.2 (1984): 186-203.

Analyzes gender bias in theories and studies in organizational behavior and discusses implications of the findings. (PGD)

Yeakey, C. Camp, et al. "In Pursuit of Equity: A Review of Research on Minorities and Women in Educational Administration." Educational Administration Quarterly 22.3 (Summer 1986): 110-49.

Reviews recent research on women, blacks, and Hispanics in public school administration. Focuses on (1) the inadequcy of organizational theory to deal with questions concerning equity, power, conflict, and social control; (2) employment trends and the issue of underrepresentation; and (3) a summary of future research. Appended are 159 footnotes.

DOCUMENTS

ED 182 462

Bowers, E. and J. Hummel. "The Factors Related to Underrepresentation of Women in Educational Administration: A Literature Review." Research and Development Series No. 152, Office of Education. (Washington, D.C., 1979) 79 pages.

A literature review which (1) documents factors relating to the underrepresentation of women in vocational education administration, (2) establishes a sound data base for dissemination, and (3) encourages other project and program work toward attaining sex equity in vocational education administration.

ED 247 868

Dohrmann, Marcia. "Why Women Are Underrepresented in Administrative Positions: Review of the Research." Research Paper (1982) 54 pages.

Studied the way that the organizational structure itself can form barriers on job entry and advancement of women. (SW)

ED 216 441

Shakeshaft, Charol. "A Framework for Studying Schools as Work Settings for Women Leaders." A Paper presented to the Annual Meeting of the American Research Association. (New York, March, 1982) 34 pages.

This paper presents an analysis of research on women in educational administration, identifying the issues which have been treated, examining the methodological perspectives of the research, determining the quality of the research, and formulating a paradigm for future research on women in educational administration completed and abstracted from January 1973 through January 1979 were studied. The author of a typical dissertation is a female feminist working with a male advisor. The typical dissertation investigates the profile of the woman administrator, is approximately 175 pages in length, and tests no hypotheses. The paper and pencil questionnaire survey is the primary method of data collection, with the results analyzed according to descriptive methods. The overall quality of the dissertations is not high. The lowest quality is found in the sampling plans and the highest quality in the reviews of the literature. Only 35.86 percent of the studies make an overall contribution to the literature. The only variables to have consistent relationships to the quality of the dissertations are research issues, data collection methods, and the feminist standing of the researchers.

Wirtenberg, Jeana. "Improving Women's Occupational Potential. A Review of the Literature. Summary Staff Report." Commission on Civil Rights, Washington, D.C. (1978) 90 pages.

Reviews the literature on improving women's occupational potential.

ED 282 333

_____"Perspectives on Racial Minority and Women School Administrators." American Association of School Administrators, Office of Minority Affairs, 1801 North Moore Street, Arlington, VA 22209 ($6.50 prepaid).

This report provides results from a survey of school districts headed by racial/ethnic minority and by women superintendents. The document contains three sections. Section 1, "Profiles of School Districts Headed by Women and Racial-Ethnic Minority Superintendents," outlines survey methods and identification of respondents. Characteristics of districts headed by women and minority superintendents are described. Trends concerning women superintendents and their districts include: (1) districts were larger in 1982-83 than previously; (2) women head fewer unifed districts relative to the nationwide percentage; and (3) women tend to head small districts in suburban areas. Conclusions about minority superintendents and their districts include: (1) districts are larger than those headed by women; (2) a larger proportion of minority than women superintendents head unified districts; and (3) locations are urban and suburban. Section 2, "A State by State Look at Women and Minorities in School Administration," presents tables and discussion of female and minority representation in each state. "Black School Administrators: A Review of Their Early History, Trends in Recruitment, Problems, and Needs," section 3, gives a historical overview and recent employment trends. Problems faced by black Administrators and needs for achieving career growth are identified. Questionnaires and references are included. (CJH)

RELATED LITERATURE

BOOKS

de Beauvoir, Simone. The Second Sex. New York: Alfred A. Knopf, 1986.

Callahan, Raymond E. Education and the Cult of Efficiency. Chicago: University of Chicago Press, 1962.

Defined the school administrator as business manager and discussed why school administrators patterend themselves after the business model. States that administrators are "still under pressure, as they were in the efficiency era, to apply business and industrial values and practices to education."

Coles, Robert and Jane Hallowell Coles. Women of Crisis II: Lives of Work and Dreams. New York: Delacorte Press/Seymour Lawrence, 1980.

Portraits of five American women: a successful advertising executive, a bank teller, an activist and feminist, a Pueblo woman, and a nurse.

Daly, Mary. The Church and the Second Sex. New York: Harper and Row, Publishers, 1975.

A study of women's position throughout the history of the Catholic Church.

Edson, Sakre Kennington. Pushing the Limits: The Female Aspirant. New York: State University of New York Press, 1986.

Documents the accounts of 142 nonminority and minority women across the United States seeking administrative roles.

Hoffman, Nancy. Woman's "True" Profession: Voices from the History of Teaching. Old Westbury, New York: The Feminist Press and New York: The McGraw-Hill Book Company, 1981.

Explores some important phases in the development of teaching as paid work for women. Makes use of the autobiographical writing of women teachers.

Gilligan, Carol. In A Different Voice. Cambridge: Harvard University Press, 1982.

Records different modes of thinking about relationships and the association of these modes with male and female voices in psychology and literary texts and in the data of Gillian's research (Author)

Gordon, Francine E. and Myra Strober, eds. Bringing Women Into Management. New York: McGraw Hill Book Company, 1975.

Chapters include: (1) "Institutional Barriers: What Keeps Women Out of the Executive Suite?" Cynthia Fuchs Epstein, examining trends, consequences, and change regarding the status of women; (2) "Sex Differences and Their Implications for Management," Carol Nagy Jacklin and Eleanor Emmons Maccoby, examining the influences of biology on women's capabilities; (3) "Executive Man and Woman: The Issue of Sexuality," David L. Bradford, Alice G. Sargent, and Melinda S. Sprague, defining sexuality and male-female relationships; (4) "The Law: Where It Is and Where It's Going," Colquitt L. Neacham, analyzing the impact of court decisions, administrative guidelines, and trends; (5) "Bring Women into Management: Basic Strategies," Myra H. Strober, discussing direct and indirect benefits; (6) "Perfectly Pure Peabody's': A Case of Affirmative Action for Women," a case study; (7) "Bringing Women into Management: The Role of the Senior Executive," Francine E. Gordon, reviewing elements of a successful affirmative action program; (8) "Women in Management: Vignettes," presenting seven vignettes; and (9) "Conclusion: Problems and Opportunities," Myra H. Strober and Francine E. Gordon.

Morrison, Ann M., et al. Breaking the Glass Ceiling: Can Women Reach the Top of America's Largest Corporations? Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1987.

Explodes long-held myths and provides insights into questions such as: "What are the real differences between men and women in the corporate environment?" "And, Is it just a matter of time before a new generation of women breaks through the glass ceiling?"

Schaef, Anne Wilson and Diane Fassel. The Addictive Organization. San Francisco: Harper and Row, Publishers, 1988.

Describes the organizations that define our society, showing how they exhibit the classic symptoms of addiction: denying and avoiding the problem, assuming there is no other way to act, and manipulating events to maintain the status quo.

Schaef, Anne Wilson. Women's Reality; An Emerging Female System in a White Male Society. San Francisco: Harper and Row, Publishers, 1981.

A resource which helps men and women understand one another. It supports women's changing roles without putting men down.

Siegel, Bernie S., M.D. Love, Medicine, and Miracles. New York: Harper and Row, 1986.

PERIODICALS

Bach, L. "Of Women, School Administration, and Discipline." Phi Delta Kappan (March 1976): 463-466.

Concludes that the educational leader is a woman who has overcome her usual acculturation, yet preserved her ancient heritage of empathy and nurturance, she would be an educator in the finest sense of that term: disciplined yet creative, logical yet empathetic, directive yet supportive. (Author/IRT)

Glickman, Carl. "Unlocking School Reform: Uncertainty as a Condition of Professionalism." Phi Delta Kappan 69.2 (October 1987): 120-122.

Reviews recent studies of school reform and finds no common answer for how schools should implement change. Looks at a study of three improving school districts, another study of 15 elementary and middle school principals, and the theories of three prominent leaders in instructional practices. (MD)

Hoyle, John R. "Preparing the 21st-Century Superintendent." Phi Delta Kappan (January 1989): 376-379.

Concludes that Superintendents must break the bonds of the addictive structures and limited vision under which schools currently operate and become education pathfinders who will "keep one foot in the present for stability and one foot in the Lester, Lorayne W. "Administrative Burnout: A Woman's Perspective." Administrative Bulletin (Association for Communication) 49 (August 1984): 41-45.

Describes some of the factors women in educational administration deal with that cause burnout. (PD)

O'Shea, Catherine. "Success and the Southern Belle." Southern 2.11 (August 1988): 38-43, 67-70.

Considers factors in the Southern culture which influence women to aspire to lower level careers, so as not to compete with men. Includes a chart which documents the number of women in careers which are male dominated.

Shakeshaft, Charol and Patricia Palmieri. "A Divine Discontent; Perspective on Gifted Women" Gifted Child Quarterly 22.4 (Winter 1978): 468--77.

Discusses the special problems facing gifted women--who, unlike gifted men, must cope with such added burdens as sex discrimination--and the failure of our school to adequately counsel them and assess their needs.

Willower, Donald. "Educational Administration: Some Philosophical and Other Considerations." Journal of Educational Administration 19.2 (Summer 1981): 115-39.

Emphasizes the interplay of philosophical viewpoints with issues in theory, research, and preparation in educational administration. (Author/JM)

DOCUMENTS

ED 288 475
Ehrhart, Julia Kuhn and Bernice R. Sandler. "Financial Aid: A Partial List of Resources for Women." Fourth Edition. Association of American Colleges, Project on the Status and Education of Women (1818 R Street, N.W., Washington, D.C. 20009) $3.50, 20 pages.

The following sources of financial aid are covered: federal government, state programs, the college itself, private scholarships, grants, loans, and the military. Selected scholarship, grant, and loan programs are briefly described and categorized by study area. (SW)

ED 288 475
Ehrhart, Julie K. and Bernice R. "Financial Aid: A Partial List of Resources for Women. Fourth Edition." Association of American Colleges, Washington, D.C. Project on the Status and Education of Women. (1987) 20 pages.

Information on sources of financial aid to help women attend college is presented along with types of schooling opportunities. The following sources of financial aid are covered: federal government, state programs, the college itself, private scholarships, grants, loans, and the military. Selected scholarship, grant, and loan programs are briefly described and categorized by study area. (SW)

ED 199 253
Fair, Martha. "Participant Workbook. Physical Education: Implementing Sex Equity Using Title IX." Colorado State Department of Education, Denver. Sponsored by the Department of Education. (Washington, D.C. 1979) 107 pages.

Developed to aid instructors in complying with the federal mandate to eliminate sex discrimination and bias in elementary and secondary physical education classes.

ED 215 628
Hall, Roberta M., and Bernice Sandler. "The Classroom Climate: A Chilly One for Women?" Project on the Status of Women in Eduation. Sponsored by the Fund for the Improvement of Postsecondary Education (Washington, D.C., 1982). 24 pages.

Discusses the subtle and overt ways in which women and men students are often treated differently. Identifies actions that can be taken to create a learning climate that fosters the intellectual growth of all students.

ED 287 752
Malcolm, Dolores. "A Manual for Implementing Project Equity: A Sex Equity Law Related Educational Program." St. Louis, Public Schools MO. Project Equity: A Curriculum Supplement of Lessons on Sex Equity for Middle School Programs in Law-Related Education. Sponsored by Women's Educational Equity Act Program. (1985) 68 pages.

Presents a curriculum guide to heighten student awareness about sex equity issues and to equip students with information for legal remedies. (SM)

ED293 422

Sandler, Bernice R., et al. "It's All in What You Ask: Questions for Search Committees to Use." Association of American Colleges, Washington, D. C. Project on the Status and Education of Women, Association of American Colleges, 1818 R ST., N.W., Washington, D.C. 20009. (1988) 5 pages.

A variety of questions are provided to assist college and university search committees to elicit useful information about candidates' concern about issues that affect women. (KM)

ED 282 462

Sandler, Bernice R. and Roberta M. Hall. "The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students Association of American Colleges, Project on the Status and Education of Women, (Washington, D.C., 1986) 30 pages.

The professional climate often experienced by women faculty and administrators is reported, along with some consideration to the experiences of graduate and professional students. Attention is focused on subtle ways in which women are treated differently.

ED 282 818

Smith, Peggy A. and Alan D. "Women in Politics: Some Historical and Cultural Aspects of Voting Patterns and Possible Influences on Education." (1984) 17 pages.

Although women have come a long way in achieving some level of equality with men, there are still significant cultural barriers preventing equal political power to women. Recent voting trends are probably related to the diversity of educational, racial, ethnic, religious, regional, and financial issues that divide the women's political movement. (BZ)

ED 216 440

Tietze, Irene Nowell and Shakeshaft, Charol. "Toward a Reconstruction of Organizational Theory: Androcentric Bias in A.H. Maslow's Theory of Human Motivation and Self Actualization." A Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

An exploration in the context of feminist science of one theoretical basis of educational administration--Abraham Maslow's theory of human motivation and self-actualization--finds an androcentric bias in Maslow's methodology, philosophical underpinnings, and theory formulation. Maslow's hypothetico-deductive methodology was based on a conceptualization of human needs that found male qualities most desirable and that identified chiefly masculine goals as the goals of self-actualization. Women were seen as becoming self-actualized by achieving male goals. Maslow's sampling of self-actualizing people was biased since his sample was predominantly male. The validity of his data is difficult to assess because the data came from observation and from interviews for which there are no transcripts. The generalizability of Maslow's findings is suspect because his sample was biased. Maslow's interpretation of his results creates a model in which male values predominate, the ranking of human needs (affiliation, self-esteem, and self-actualization) is sample oriented, and most characteristics of the self-actualizing person are masculine and centered on the individual. An alternative view of female self-actualization, based on histories of two women's communities, emphasizes such values as group orientation, affiliation, emotional maintenance, development of self and individual talents, and empathy. (Author/RW)

ED 243 250

_____"Policy Options for Quality Education. A Report." National Association of State Boards of Education, Alexandria,VA. (701 North Fairfax Street, Suite 340, Alexandria, VA 22314, $4.00, (1984) 18 pages.

State board of education members across the country cite four essential tasks of state boards in improving school quality: (1) improving teacher quality, (1) raising academic standards, (3) improving school leadership and management, and (4) promoting effective use of school time. Administration can be improved through statewide standards, inservice training, incentives for outstanding performance and programs, and recruitment of women and minorities. (JW)

STATISTICS

PERIODICALS

Lange, Linda. "Women in School Administration: Problems and Possibilities." High School Journal 66.2 (December-January 1983): 83-90.

Statistics on women in educational administration (including a sampling of 10 Ohio schools) and discussions of laws-resolutions governing equal opportunities for women and women as effective administrators. Recommendations and suggestions to help eliminate sex discrimination are provided. (JN)

McCarthy, M. and Zent, A. "Affirmative Action for School Administrators: Has It Worked, Can It Survive?" Phi Delta Kappan (March 1982): 461-463.

Surveyed 46 school districts and determined that white males still dominate the numbers of school administrators.

DOCUMENTS

ED 263 05

Greer, Rachel Dean and Evelyn Anne Finley. "The Role of Women in Public School Administration." A Paper presented at the Association of Teacher Educator's Workshop, Wichita, Kansas. (August 4, 1985). 7 pages.

The state departments of education in 13 southern states were contacted for data pertaining to the number of men and women administrators employed during the 1984-85 academic year. The states contacted were: Arkansas; Alabama; Mississippi; Florida; Tennessee; Texas; Lousiana; Georgia; Kentucky; Virginia; South Carlina; Oklahoma; and West Virginia. Administrative categories included superintendent, assistant superintendent, associate superintendent, supervisor, principal, and assistant principal. In each of the 9 states responding, there was a higher percentage of men in administrative positions. Alabama, Tennessee, Georgia, and Kentucky did not respond. Oklahoma, Arkansas, and Mississippi had the lowest percentages of female administrators, with 13, 15, and 16 percent respectively. Florida had the highest percentage of women administrators with 31 percent, followed by 28 female administrators in Louisiana. It is concluded that, in spite of competence and good leaderhip skills, women are still not appropriately represented in public school administrative positions. (CB)

ED 226 468

Jones, Effie H. and Xenia P. Montenegro. "Recent Trends in the Representation of Women and Minorities in School Administration and Problems in Documentation." American Association of School Administrators, Arlington, Va. (1982) 40 pages.

Concluded that women and minorities are still underrepresented in school administration and that the lowest levels were reached in the 1970's. (RW)

ED 273 017

Jones, Effie H. and Xenia P. Montenegro. "Women and Minorities in School Administration." Report (1985) 46 pages.

The representation of women and members of racial and ethnic minorities among the United States' public school administrators increased between the years 1982 and 1985, according to a survey conducted by the American Association of School Administrators' Office of Minority Affiars. Following the same procedure used in a 1981-82 survey, the researchers sent letters and survey forms to all chief state school officers in the United States in 1984 requesting information on the percentage of women and minority group members among school superintendents, assistant superintendents, and elementary and secondary school principals. The results indicated that the percentage of superintendents who were women increased from 1.8 to 2.7, women assistant superintendents increased from 9 to 15 percent, and women principals increased from 16 to 21 percent. Minority superintendents increased from 2 to 3 percent, minority assistant superintedents decreased from 11 to 9 percent, and minority principals increased from 12 to 17 percent. The data are presented in tables and graphs, and data from other sources for previous years are provided for comparison. (PGD)

Jones, Effie H. and Xenia P. Montenegro. "A Look at Sex Equity in School Administration in the U.S. Territories." American Association of School Administrators, Arlington, Va. (1982) 15 pages.

Data were gathered from chief state school officers on school administrators' sex, race, and ethnic background from the United States territories as well as all 50 states and the District of Columbia. (RW)

ED 114 937

Muhick, D. "Discrimination Against Women in Educational Administration." A Paper presented at the meeting of the National Association of Women Deans, Administrators, and Counselors (Chicago, Il. April, 1974) 56 pages.

ED 181 600

Neidig, Marilyn. "The Other Half of the Talent Bank: Women Administrators." A Paper presented to the Annual Meeting of the Association of Secondary School Principals (January 1980).

This paper explores the reasons why few women are found in administrative positions in education. After exploring employment and promotion barriers to women under the categories of societal, economic, and power sharing, the paper recommends that women in education (1) receive more support in training programs; (2) become more visible by being elected to decision-making offices; and (3) serve on selection committees for professional organizations.

ED 284 33

Pavan, Barbara Nelson. "Aspiration Levels of Certified Aspiring and Incumbent Female and Male Public School Administrators." A Paper presented at the Annual Meeting of the American Education Research Association (Washington D.C., April 20-24, 1987) 30 pages.

To determine if women or men have lower aspiration levels for school administrative positions, male and female administrative certificate holders were asked for their ultimate career goal. Implications of the study for assisting women to gain administrative positions are suggested for state departments, universities, school boards, and professional organizations. Two reference pages and appendices of data conclude the report. (Author/CJH)

ED 263 686

Pavan, Barbara Nelson. "Ceritified But Not Hired: Women Administrators in Pennsylvania." A Paper presented to the 11th Annual Research on Women in Education Conference. Sponsored by the Research on Women in Education Special Interest Group of the American Eduational Research Association. (Boston, MA., October 1. 1985) 31 pages.

ED 294 302

Pounder, Diana G. "Placement of Women and Minority Graduates in Educational Administration." A Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).

A study which collected data on placement practices of educational administration professors, analyzed findings, and discussed implications for women and minority graduates.

ED 266 078

_____"The PEER Report Card: Update on Women and Girls in America's Schools - A State-by-State Survey." PEER Policy Paper #4. National Organization for Women. Project on Equal Education Rights. Produced by the NOW Legal Defense and Education Fund. (Washington, D.C. 1985). 20 pages.

Findings of a state-by state survey of sex equity information relevant to Title IX of the Educational Amendments and the Women's Eduational Equity Act (WEEA) are presented in two sections. The first section contains background on Title IX and WEEA and a synopsis of research findings vis-a-vis female representation in interscholastic sports, school administration, computer education, and vocational education. (LP)

ED 285 803

_____"The 1986 PEER Report Card: A State-by-State Survey of the Status of Women and Girls in America's Schools. PEER Policy Paper # 5. Department of Education. (Washington, D.C., 1985) 40 pages.

The Project on Equal Education Rights (PEER) measures progress in educational equality and documents the advancement of women and girls in education. State-by-state surveys of the status of females in education are used to measure this progress. The 1986 PEER report attempted to measure states' commitment to excellence and equity in education. (SM)

_____"Personnel Profile: Characteristics of Certified Public School Employees, 1978-79 through 1986-1987." Division of Teacher Education, Personnel Services Area, N.C. Dept. of Public Instruction, Raleigh, N.C. 27603-1712. (January 1988)

COLLECTIONS

Koerner, Thomas F., ed. NASSP Bulletin: Women in Administration 64.440 (December, 1980): Complete Journal.

Includes 11 articles on "Women in Public School Administration. Three of those articles are: "Women Principals: The Role or the Exception?" Susan C. Paddock; "Not for Women Only: A Checklist for the Successful Administrator." Angela C. Freyer; "Women Administrators: One District's Success Story." Judy Cooper and Dennis Hamill.

ED 285 439

Farrant, Patricia A., Ed. "Strategies and Attitudes: Women in Educational Administration; A Book of Readers." Articles which were published between 1979 and 1985 in the "Journal of the National Association for Women Deans, Administrators, and Counselors." (1986) 197 pages.

Approaches to help women in educational administration be successful in their professional and personal lives are considered in this collection of 30 articles.

Ed 286 408 and ED 279 280

_____"On Campus with Women." On Campus with Women 16.2-3, 16.1, 17.1 (Fall 1986, Winter 1987, Spring 1987, and Summer 1987) Project on the Status and Education of Women, Association of American Colleges, 1818 R. Street, N.W., Washington, D.C. 20009.

Developments in education, employment, and the courts concerning the status of women are covered in these newsletter issues. Topics include the following: Black women's educational history, Hispanic women in psychology, the effect of race and sex on wages, women's studies program and the integration of women's studies into the college curriculum, nontraditional careers, funding for the Women's Educational Equity Act Program, etc.

Farrant, Patricia A., Editor. Strategies and Attitudes: Women in Educational Administration, A Book of Readings. National Association for Women Deans, Administrators, and Counselors, 1325 18th Street, N.W., Washington, D.C. 20036, 1986.

Includes 38 articles which provide information or insights that may help women administrators develop the strategies and attitudes needed to be successful and effective.

BIBLIOGRAPHIES

ED 247 658

Shakeshaft, Charol. "Women in Educational Administration: A Bibliography." Public Administration Series: Bibliography P-718. (Vance Bibliographies, P.O. Box 339, Monticello, Ill. 61856) $5.25, 38 pages.

This bibliography is a compilation of much of the literature of the past decade on the women administrator at all levels of educational administration. Listed alphabetically by author, the bibliography section contains 240 citations, and the dissertations section contains 115 citations. Where applicable, the citation includes availability from ERIC, Dissertaion. Abstracts International, or University Microfilm. Research has tended to focus on the following subjects: status, profiles, attitudes, barriers, leadership style/effectiveness, structural determinants, and research on women. (MLF)

Shanks, Doreen. "Guide to Bibliographies in Education. Monographs in Education VII." Manitoba University, Winnipeg. (1982) 147 pages.

Lists 947 Bibliographies, separately published from 1964 to 1980, and includes school administration and organization and the education of women.

ED 282 345

_____"Racial-Ethnic Minorities and Women in School Administration: A Selected Bibliography." American Association of School Administrators, Office of Minority Affairs, 1801 North Moore Street, Arlington, VA 22209 ($6.50 prepaid).

This selected bibliography of minorities and women in school administration is comprised of two sections: (1) "Racial- Ethnic Minorities in School Administration" contains 21 pages of references, most of which are annotated. Listed are 7 books, 30 journal articles, 18 ERIC documents, 11 reports, and 70 dissertations. (2) "Women in School Administration" provides 19 pages of references, primarily annotated. Listed are 4 books, 39 journal articles, 11 ERIC documents, 31 reports, and 64 dissertations. (CJH)

TEXTS

Stockard, Jean. Sex Equity in Education. New York: Academic Press (A Subsidiary of Harcourt Brace Jovanovich, Publishers), 1980.

A basic text for use in courses on sex roles in education as well as a supplementary course for teacher/administrator training courses, women's studies, etc. Includes chapters on sex roles in education, sex equity issues, legal issues, and future contexts for change.

FUTURE DIRECTIONS

BOOKS

Stockard, Jean. Sex Equity in Education. New York: Academic Press (A Subsidiary of Harcourt Brace Jovanovich, Publishers),1980.

A basic text for use in courses on sex roles in education as well as a supplementary course for teacher/administrator training courses, women's studies, etc. Includes chapters on sex roles in education, sex equity issues, legal issues, and future contexts for change.

PERIODICALS

Laird, Susan. "Reforming 'Woman's True Profession' A Case for 'Feminist Pedagogy.' in Teacher Education." Harvard Educational Review. 58.4 (November 1988): 449-463.

Argues that reform efforts which do not examine their own rationalistic underpinnings perpetuate philosophical and practical dilemmas for the education of teachers. Critiques the ahistorical and so-called gender-neutral proposals of such groups as the Carnegie Forum's Task Force on Teaching and the Holmes Group, which neither acknowledge nor examine critically the traditional conception of schoolteaching as "woman's true profession." (Author)

Marshall, Catherine. "Field Studies and Educational Administration and Policy: The Fit, the Challenge, the Benfits, and Costs. Urban Education 20.1 (April 1985): 61-81.

Reviews the contributions of field studies conducted in the areas of educational administration and policy, including organizational processes, education politics, and leadership and decision making. Suggests new directions in educational policy that field research could explore. (GC)

Peters, Jacqueline. "The Quest of the New Woman in Public School Education: 1980." NASSP Bulletin 64.440 (December 1980): 14-18.

Concludes that the new woman eduator must work within the education framework to redirect its course toward an equalized status for women. (Author/JM)

Shakeshaft, Charol. "A Female Organizational Culture." Educational Horizons 64.3 (Spring 1986): 117-122.

Tangri, Sandra Schwartz and Jeana Wirtenberg, eds. "Women and the Future." Psychology of Women Quarterly 6.1 (Fall 1981): 12-159.

Analyzes womens' role in the future of work in 10 articles. Deals with various life cycle aspects of women's lives, options in parenting, child care, changing sex roles, and aging. Analyzes special problems of Blacks, women in energy-boom towns, travel usage, educational trends, and a materialist theory of women's status. (JAC)